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ABSTRACT

This curriculum resource guide on building trades is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills in areas common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following: siding installer helper, carpenter helper, electrician helper, floor tile installer helper, lumberyard attendant, mason helper, mill hand helper, plumber helper, roofer helper, scaffold installer helper, sheetrock installer helper, sheetrock taping helper, and stapler. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

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BUILDING TRADES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 021 516

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FOREWORD

This book, one of a series of 17, was written and published in partial fulfillment of a long-standing commitment of the Board of Cooperative Educational Services of Nassau County — that is, to make occupational education available to any County resident who seeks it. The material in its pages should open a door that formerly was barely ajar.

For handicapped youth and adults, access to occupational education historically has been blocked — or at best, difficult. In recent years, however, the Nassau BOCES has sought to remove the traditional barriers. It has incorporated occupational and pre-occupational training elements into its special education programs. It has enrolled these pupils directly in its occupational education programs for the non-handicapped. And it has created new occupational education programs for students with special needs where none before existed.

This book, then, carries that effort a step further. It provides the teacher of occupational subjects with a new and different instructional tool — a tool particularly useful in the task of extending new educational opportunities to this population.

Through the use of this instrument, that task should be easier, the results more effective. And the handicapped student of whatever age should reap a benefit in the form of an additional degree of independence that his/her learning makes possible.

William T. Callahan
Executive Officer
Board of Cooperative Educational
Services of Nassau County

Students with special educational requirements form one of the most important challenges to public education.

Recently, education for the so-called special education or special needs student has been expanded to include intensive occupational education programming, recognizing that many, if not all, persons are employable and can be economically self-sufficient. The special needs individual who is capable, because of his preparation, of entering the work force, whether as a totally independent person or one whose occupational training can be used only under some form of sheltered situation, is an asset and a positive force in society.

As a result of a compelling need for relevant specialized occupational education curricula for these newly identified populations, Nassau BOCES submitted a curriculum development proposal to the State Education Department of New York State, which was subsequently funded through Public Law 90-576.

The proposal was directed to the development of 17 specialized curricula, focusing on occupational education for the marginal, handicapped or special needs occupational education student.

Three curriculum developers, assisted by a host of occupational and special education teachers, the Nassau BOCES Division of Research and Development, inputs from more than 400 industries, and representatives of the State Education Department, were involved in this effort. The occupational education curriculum development team observed the populations referred to in a variety of BOCES special and occupational education programs. The tasks the students performed, and the skills they displayed, were noted. In this way, and through coordinative involvement with occupational and special education teachers, the team became aware of the needs, as well as the capabilities, of the students as they related to potential job performance. The team then visited appropriate businesses and industries within the County to analyze skills needed in actual entry-level jobs. They also identified appropriate basic entry-level jobs within each major occupational field.

Based on data collected from all field observations, occupational education specialists were engaged to write suggested learning tasks. These were organized with other materials relating to job behavior and attitude, and constitute this Curriculum Guide.

In order to provide a comprehensive view of the entire series, a separate compendium of the tables of contents of all 17 books has been prepared. The titles of these books appear on page xvi. This compendium is available on request from Nassau BOCES.

The job titles selected for each guide are not meant to limit the future of any student. Rather, whenever appropriate, students should be prepared for a variety of entry-level positions within an occupation. If possible, all pupils should be made familiar with a variety of occupational situations that demand identical skills, and yet are representative of advanced opportunities in the world of work.

This Curriculum Resource Guide was made possible through the cooperation and support of BOCES administrators, guidance counselors, work experience coordinators, placement counselors, teachers from both our special education and occupational education divisions, research and development staff, and managerial personnel, plant foremen and employees from business and industry who provided materials and information, along with suggestions and recommendations.

We additionally wish to thank BOCES Technical Support Services for printing this series.

To those persons listed on the acknowledgment page who contributed directly to the text, and to the many others cited, we express our sincere appreciation.

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In order to allow teacher (T) and student (S) as many options as possible, this entire curriculum series of 17 books is designed in a modular system; that is, basic tasks and behaviors as they occur in a given occupation or as they apply to several occupations, are grouped. The Job Module defines the technical skills and activities required in a particular entry-level job station. Within each job module are Instructional Topics which define the basic skills required in the job station work setting. A table of contents for this book follows at the end of this section, so that supervisors of occupational programs may determine alternate selections of occupational choices for students, as necessary.

Note: Any topic that deals with measurement that may require conversion to metric is flagged Mm in the table of contents.

Likewise, a modular approach is used for "survival," or job-required behavior skills, common to all employment. A series of Behavioral Instructional Topics appears at the front of every book.

TOPIC: Identifying Oneself to Strangers — JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger: Hello young man. . .Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name). My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role Play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

At the conclusion of this section are a series of Behavioral Clusters and the appropriate behavioral instructional topics that support each cluster. The teacher may thus develop a plan which combines the use of technical skill and behavioral instructional topics as required by the particular job. Further, if the teacher finds that the student is deficient in a behavioral cluster, he/she may utilize one or more of the related behavioral instructional topics as remedial tools.

CLUSTERS

I Accuracy and Productivity	
Keeping Busy During Slow Periods	B4
Relationship with Supervisors	B11
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Safely	B25
Working Under Pressure	B27
II Initiative and Perseverance on the Job	
Getting to School and/or Work	B1
Identifying Oneself to Strangers	B2
Keeping Busy During Slow Periods	B4
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Alone	B20
Working in Crowded Areas	B21
Working in Public Areas	B23
Working Under Pressure	B27

The Job Description begins each module, telling WHAT student does; WHO student works with; HOW student is supervised; WHERE student works. Additionally, it sometimes includes unique requirements of the job such as physical strength, exceptional personal neatness or the wearing of a uniform. Job stations for each curriculum guide have been classified alphabetically, because often no rank order of difficulty can be established for these populations, for whom individual differences and desire to achieve a place in the world of work, may cause substantial diversity in performance.

JOB DESCRIPTION

COSMETICS ASSEMBLY-LINE WORKER

A Cosmetics Assembly-Line Worker

- performs the following major tasks:
  - works with conveyor belts
  - handles labeling machines
  - works with glass bottles and jars
- works usually alongside and in coordination with other workers
- works under periodic supervision
- works in a large, well-illuminated factory-type area; may sit or stand at job station

x

Appropriate Instructional Topics appear in each job module. Each topic is separated by double lines. Topics have been arranged in logical task presentation and serve as the basic units of instruction. The Suggested Instructional Activities are the means used by the teacher to permit each student to gain mastery of the instructional topic. The specific topic names appear at the left, and the job module titles at the right.

TOPIC: Working with Labeling Machines (cont.) — COSMETICS ASSEMBLY-LINE WORKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate hand stamping labeling machine and automatic labeling machine by (1) setting labeling designations, (2) inking stamping plates, (3) labeling merchandise with hand-stamping machine, or producing adhering labels and stamping them on merchandise with automatic labeling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Glass Bottles and Jars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that glass bottles and jars must be handled carefully to avoid breaking or chipping them and that a cardboard or similar divider must be provided to separate them.

S selects a variety of glass bottles and jars from stock room.

S sorts bottles and jars by size and selects cartons of appropriate sizes into which to place them.

Many of the instructional activities also point up specific Safety Considerations.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

A complete Performance Objective appears at the end of each topic. The objective clearly specifies the observable behaviors which the student will learn and demonstrate as a result of the lesson of instruction, and the conditions under which he/she will perform it.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle glass bottles and jars safely, (2) place them in cartons properly, and (3) pick up and sweep up glass fragments. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

Also included as part of each job module are appropriate personal appearance topics.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines — COSMETICS ASSEMBLY-LINE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

The teacher will be expected to identify and obtain the materials necessary for implementation of the instructional topics.

The teacher is further encouraged to expand the scope of suggested instructional activities presented herein, to include his/her most imaginative teaching methods, student application activity and student evaluation procedures, for the most effective presentation of the lesson.

In the final analysis, nothing can replace the knowledge and the expertise of the teacher in the particular skill being taught.

The teacher is urged to regard the module as a resource rather than a prescription for the exact method of teaching a lesson. A teacher's own professional understanding of the subject and of individual students will enable him/her to adopt appropriate methods for teaching the module content and helping each student to develop the indicated skill. The teacher's familiarity with the occupation will enable him/her to teach appropriate job behaviors and technical skills together, giving the student a more realistic sense of the world of work.

The success of the special education student in a program of occupational education will be largely dependent on the ability of the student to be adaptable to a variety of occupational situations. Learning the skills of several job modules would greatly increase his employability and options. The teacher should, therefore, regard this curriculum series as a guide toward providing the special education student with occupational education most suited to his/her learning disabilities, interests and capabilities. All students will thereby be permitted to advance to their greatest employable potential.

The following job-required clusters of behaviors have been derived: Accuracy and Productivity, Initiative and Perseverance on the Job, Positive Response to Direction and Supervision, Regularity and Punctuality, Self-Reliance and Reliability, and Work Tolerance. If the teacher finds that one or more of his/her students has a deficit in one of these behavioral clusters, he/she should refer to Behavioral Clusters and Their Related Behavioral Topics which appear on the following pages. The general job-required behaviors, preceded by roman numerals I-VI, are listed, along with their supporting topics of instruction.

BEHAVIORAL CLUSTERS AND THEIR RELATED BEHAVIORAL INSTRUCTIONAL TOPICS

I Accuracy and Productivity
- Keeping Busy During Slow Periods B4
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Safely B25
- Working Under Pressure B27

II Initiative and Perseverance on the Job
- Getting to School and/or Work B1
- Identifying Oneself to Strangers B2
- Keeping Busy During Slow Periods B4
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Under Pressure B27

III Positive Response to Direction and Supervision
- Relationship with Customers B9
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13

IV Regularity and Punctuality
- Getting to School and/or Work B1
- Punctuality B5

V Self-Reliance and Reliability
- Getting to School and/or Work B1
- Identifying Oneself to Strangers B2
- Punctuality B5
- Relationship with Co-workers B7
- Reporting to Supervisor or Person in Charge B13
- Riding in Elevators B14
- Riding on Escalators B15
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Safely B25
- Working Under Pressure B27

VI Work Tolerance
- Keeping Busy During Slow Periods B4
- Relationship with Co-workers B7
- Relationship with Customers B9
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Under Pressure B27

Books in this series include:

Automotive Maintenance
Body and Fender Repair
Building Maintenance
Building Trades
Distributive Services
Electronic Assembly
Floriculture
Food Services
Graphics
Mechanical Assembly
Office Services
Ornamental Horticulture
Packaging
Personal Services, Health Oriented
Personal Services, Housekeeping Oriented
Plastics Manufacturing and Assembling
Wood Products Assembly

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16		Working in Building Trades Areas
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18	Mm	Identifying and Lifting Heavy Objects
19		Lifting Heavy Objects in Tandem
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20		Loading and Unloading Wheelbarrows
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22		Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
23	Mm	Moving Heavily Loaded Dollies and Carts
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TOPIC: Getting to School and/or Work

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T makes a transportation list to aid his discussion of how each S gets to school and/or work and S's available alternate means of transportation.

T leads a discussion covering the following points:

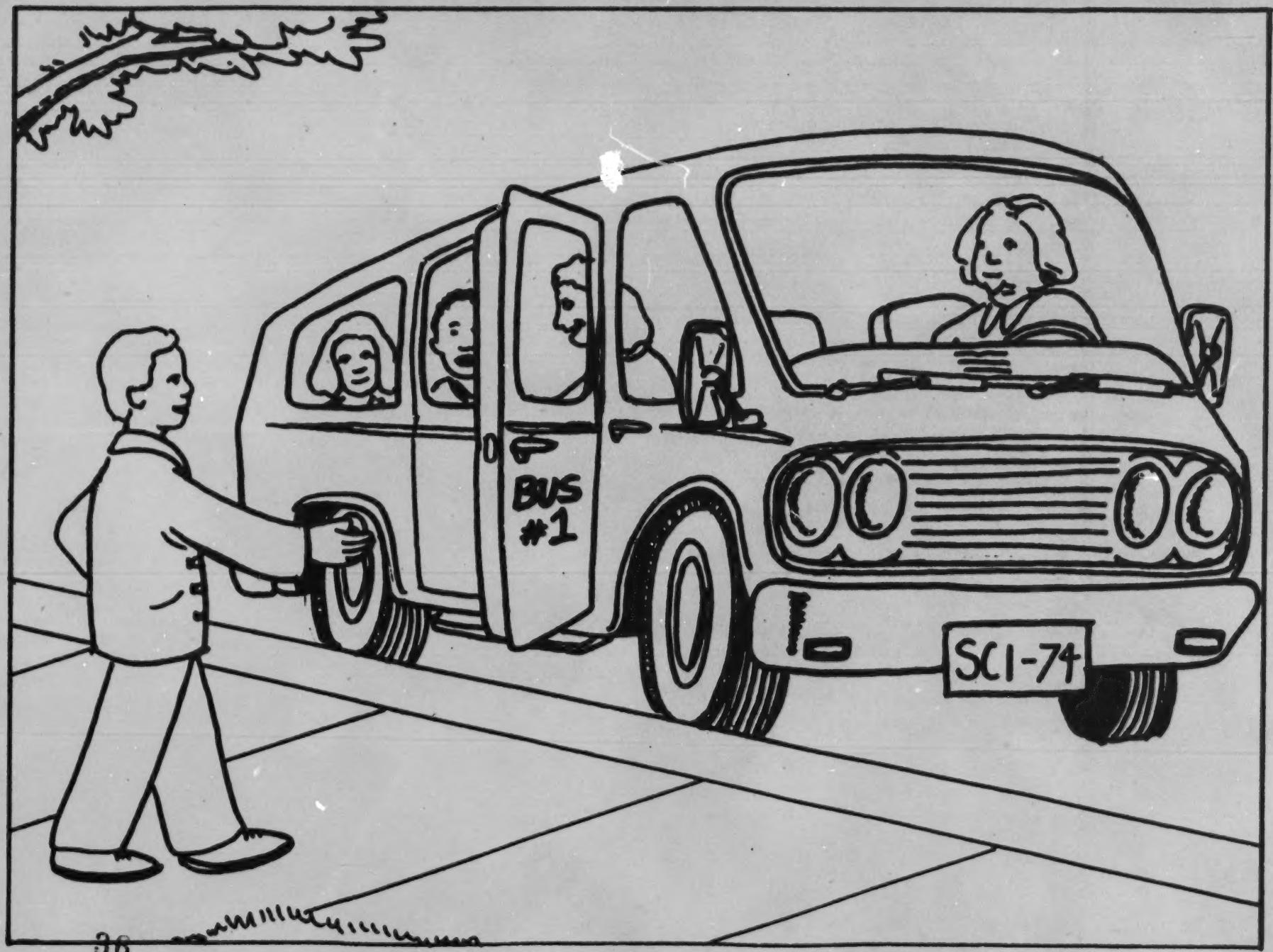
- S's means of getting to school and/or work
  Does S travel by bus alone? Does S arrive by bus with supervised group? Does S walk to school accompanied by others?
- S's personal experiences of getting to school and/or work
- reason for wanting to get to school and/or work
- similarity or difference of getting to school and/or work

T leads a discussion of alternate means of transportation for getting to school and/or work in inclement weather or under unforeseen circumstances.

T questions each S individually about alternate means of travel and clarifies S's regular and alternate means of travel.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to arrive at school and/or work regularly, independent of weather conditions or unforeseen circumstances.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


BUS
#1
SCI-74

TOPIC: Identifying Oneself to Strangers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger : Hello young man...Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

Role Play #3: Before beginning this role play of giving one's address to another person, T determines that each S either knows his address or carries a card with his name, address and telephone number. T role plays a stranger and asks a S his name, then questions S about his address, and also role plays a S who gives his name to a stranger and then shows his address card.

T directs discussion to elicit comments on giving one's name and showing one's address card. T then has Ss show their cards and elicits comments from those who know their address but don't have cards. These comments should lead into the next role play.

Role Play #4: T structures a role play of telling a stranger one's name and address. After all Ss capable of telling their address have practiced, T continues the role play, varying the performance of the card-carrying and verbalizing Ss.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) say his name intelligibly and (2) either tell his address or exhibit an identification card.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Keeping Busy During Slow Periods JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T assigns each S a task, purposely giving heavier work loads to some. T observes Ss unobtrusively and watches for those who finish first and waits for those who finish last.

T asks Ss why some took longer than others, directing discussion to have Ss discover that difference in work loads is the reason.

T asks Ss how the job could have been finished sooner. Ss should realize at end of discussion that, when finished ahead of others, they should seek supervisor's direction and help those who have not yet completed their tasks.

T asks Ss to explain why a worker gets paid, directing discussion to reveal phrases about importance of being as productive as possible and of doing a good job. T then asks Ss what a worker should do when finished with an assigned task.

T elicits from Ss the information that worker should report to supervisor for a new assignment. Also, worker can ask permission to help co-worker who has heavier work load.

T outlines simple work situation, comparing busy, cooperative worker with one who is idle, and asks Ss which one will be employed longer.

T repeats learning sequence by randomly assigning unequal tasks, by observing Ss behavior and by having Ss discuss their feelings and thoughts about keeping busy during slow periods.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) keep busy, (2) ask supervisor for additional work after finishing assigned task, and (3) assist others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

NEED A HAND?
SURE!
14
15

TOPIC: Punctuality

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows picture of people at work in a given trade. Ss identify activities.

T asks Ss why people work and encourages Ss during discussion to develop definition of a "working day."

T, comparing school hours to a working day, talks of importance of arriving punctually at school and after taking classroom breaks or lunch breaks, and asks for comparison between class hours and hours on a job.

T asks Ss to relate why it is important for workers to arrive on time, directing discussion to such words as "dependability," "good worker," "cooperation."

Role Play #1: T, with three Ss (S1, S2, S3), sets up simple task, requiring each S to do his share. T, after a short time, suggests that S2 leave activity. S1 and S3 must then complete task.

T asks class how others are affected by a tardy or frequently absent worker. T directs discussion in order that Ss understand that two workers must work harder to complete task assigned to three.

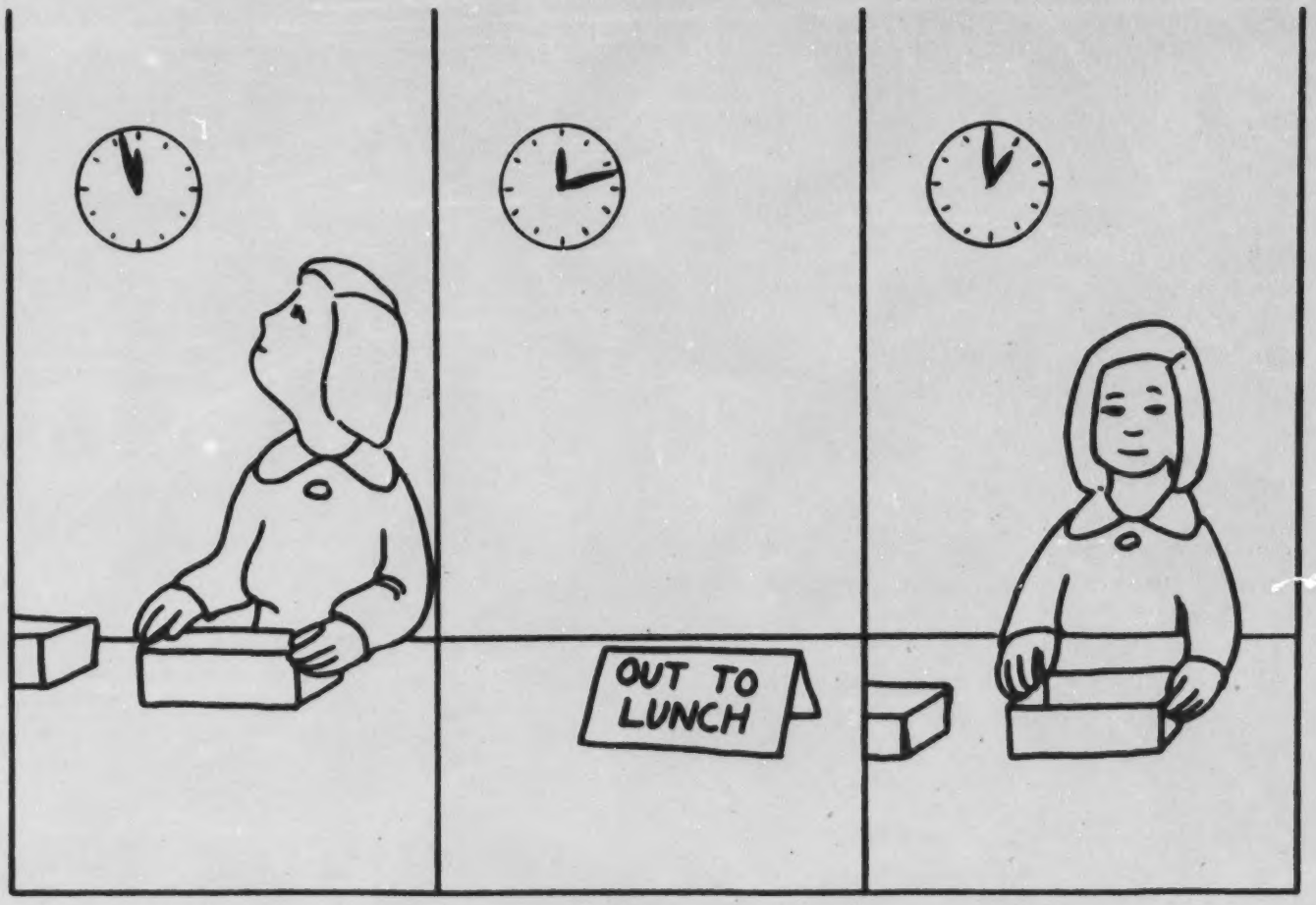
T questions class as to why when there is less work to do, one worker will retain his job while another will be fired.

T asks class about what a worker should do when he must be absent or will be late getting to work. T elicits from Ss remarks about importance of telephoning company.

Role Play #2: T, using teletrainer unit and assigning a S to each role, sets up the following situation: worker calls in and explains why he will be late or absent; supervisor asks how late worker will be or when he will be able to return to work. T suggests proper phrasing and repeats exercise. Ss take turns playing different roles.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) arrive on time, (2) return from breaks on time, (3) return from lunch on time, (4) return from assigned tasks without wasting time, and (5) call in when sick or late.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Relationship with Co-workers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T performs a three-part task, illustrating and emphasizing relationship of each part to whole task.

T initiates a discussion of Ss' experience with team work.

T assigns three-part task to three Ss (S1, S2, S3). T instructs S1 to complete only his part of task. Task passes to S2, and then to S3. Remainder of class observes.

T, when assignment is completed, initiates discussion among observers to evoke reaction of team to such terms as "blame," "tattle," "sulkiness." T corrects as reactions occur.

T demonstrates correct way in which team should work, performing S1's part for a short time, then S2's and then S3's.

Ss repeat routine until cooperation occurs.

T explains to Ss necessity of performing individually assigned tasks, regardless of co-worker's assignment.

Three Ss are assigned separate functions; T observes reactions as one S finishes before others.

T, when task is completed, initiates discussion among class to elicit comments about S's behavior--who finished first, second or third. T observes individual's reaction to discussion and corrects as necessary.

T stresses necessity of performing each assigned task industriously, without unnecessary conversation. T also impresses upon Ss the need to report to supervisor when finished.

TOPIC: Relationship with Co-workers (cont.) JOB-REQUIRED BEHAVIORS

T instructs Ss how to communicate and behave with co-workers in work situation. T encourages Ss to participate in role playing. T observes and corrects Ss' performances.

T encourages Ss to suggest how to communicate and cooperate in interpersonal relationships.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work (1) individually and (2) cooperatively in a team as directed, (3) without excessive talking, and (4) without sulking, blaming or tattling.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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TOPIC: Relationship with Customers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of occupational situations which depict relationship of customers to salesperson, or customers to other service personnel. T asks for identification of roles in each picture and elicits definition of the term "customer" from Ss.

T evokes information from Ss regarding customers' needs, function of worker serving customers, and manner in which worker provides service.

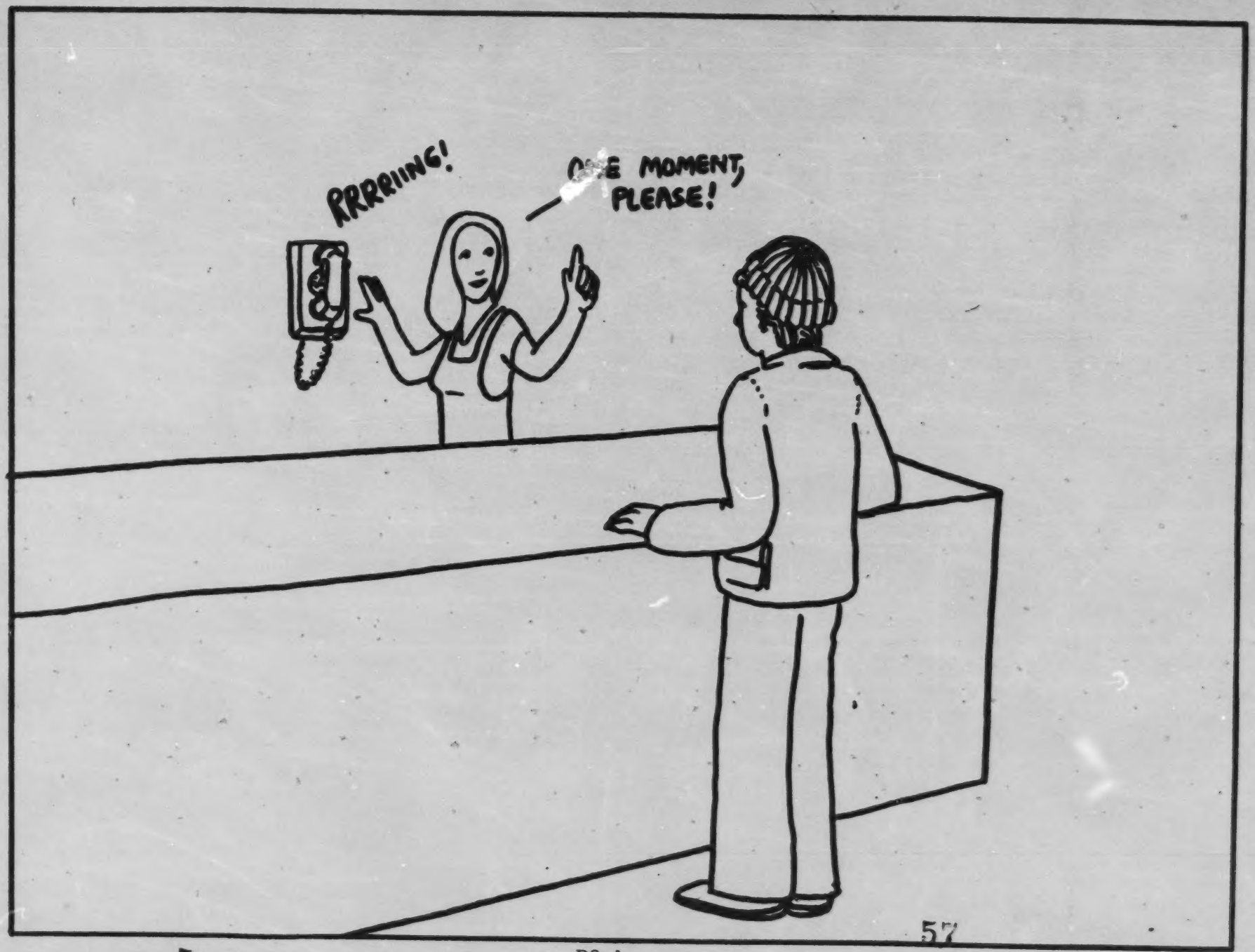
T directs discussion to point out that a business cannot proper unless customers purchase services or goods. Ss, during discussion, also perceive why customers prefer one place to another.

Role Play #1: T asks Ss to role play service personnel, while T plays customer. Remainder of class observes. Suggestions for improvement of service are solicited by T from Ss and corrections are made. T reverses roles: T becomes service person and Ss take roles of customers. Finally, Ss play both customer and worker role.

T discusses with Ss how service personnel should greet customers, answer their questions, direct them to other service workers, or ask them to wait.

Role Play #2: T and Ss role play a situation in which the customer comes into the store and asks a clerk for "Mr. Jones," the manager. The customer is told to wait a few minutes and is asked to sit down. T plays clerk and S plays customer. Remainder of class observes. The role is replayed by all the Ss. After each role play, T discusses and criticizes with class participants' performance of target behavior.

In further discussions, Ss perceive that correct telephone manners play an important role in sound customer and service personnel relations.


RRRRIING!
ONE MOMENT, PLEASE!

TOPIC: Relationship with Customers (cont.) JOB-REQUIRED BEHAVIORS

T assigns Ss to a work station from which Ss must assist entering customers. T, after observing Ss' performances, determines which role play to choose for further learning and practice situations.

Role Play #3: Using teletrainer unit, T outlines a simple activity, such as a customer calling for information. Ss act out situation, using proper greetings or responding as required. T stresses importance of articulate speech and mature behavior. T rotates exercise so that all Ss have a chance to participate.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) greet a customer, (2) identify his needs, (3) assist him as required, or (4) refer him to another service worker.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Supervisors JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T outlines simple work situation in which classroom is used as work setting. T assigns a pair of Ss to each work station. T plays role of supervisor, Ss play workers. Remainder of class observes.

T elicits from Ss definitions of "supervisor's" and "worker's" roles and relationship.

T repeats role play with each pair of Ss.

Role Play #2: T, as supervisor, assigns short-term, separate tasks to first pair of Ss. Class observes workers' responses and actions.

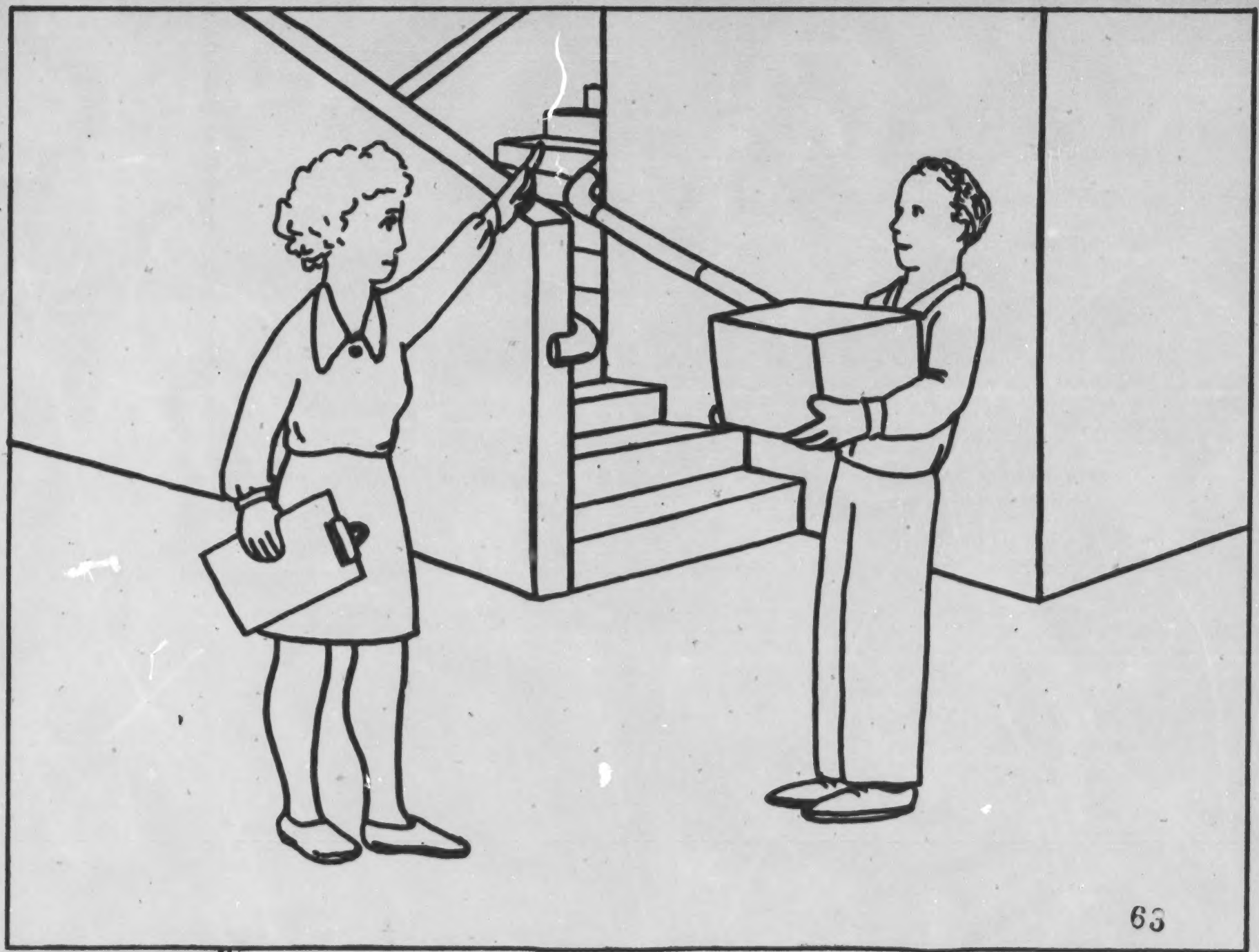
T praises good work, asks for suggestions from class to correct workers' reactions and responses to supervisor's instructions.

T elicits following suggestions from class about what worker should do when:

- he doesn't know how to perform an assigned task
- he doesn't know whether supervisor may be interrupted to answer employee's question; T should emphasize correct process used
- he needs help and supervisor is absent
- he advises supervisor that task has been completed

T and Ss review and discuss all steps.

Lesson is repeated with two different Ss playing workers until all Ss have played role of worker.



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TOPIC: Relationship with Supervisors (cont.) JOB-REQUIRED BEHAVIORS

Lesson is then repeated with another S playing role of supervisor.

T leads discussion of supervisor's and worker's roles and relationship.

Role play is repeated until each S has played supervisor.

T assigns short-term tasks to Ss, giving them specific instructions as to procedure. T makes notes on all Ss' performance in terms of target behaviors.

T leads Ss in discussion of how well they thought they approached target behavior and clarifies any misperceptions S may have.

T reinforces S's use of target behavior.

T repeats previous learning sequence by reassigning tasks and by discussing Ss' perception of roles until they regularly demonstrate target behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) accept supervision, (2) follow instructions, (3) work steadily until assignment is completed, and then (4) report to person in charge.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Reporting to Supervisor or Person in Charge JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss a film which depicts a worker and supervisor relationship.

T elicits Ss' responses to film and determines whether Ss clearly understand worker and supervisor relationship.

T questions Ss about the behavior that will be expected of them when they are employed. T directs discussion to have Ss remark upon necessity of reporting to supervisor or person in charge as directed (1) after having been hired, (2) when coming to work, (3) after punching time card, and (4) while awaiting supervisor.

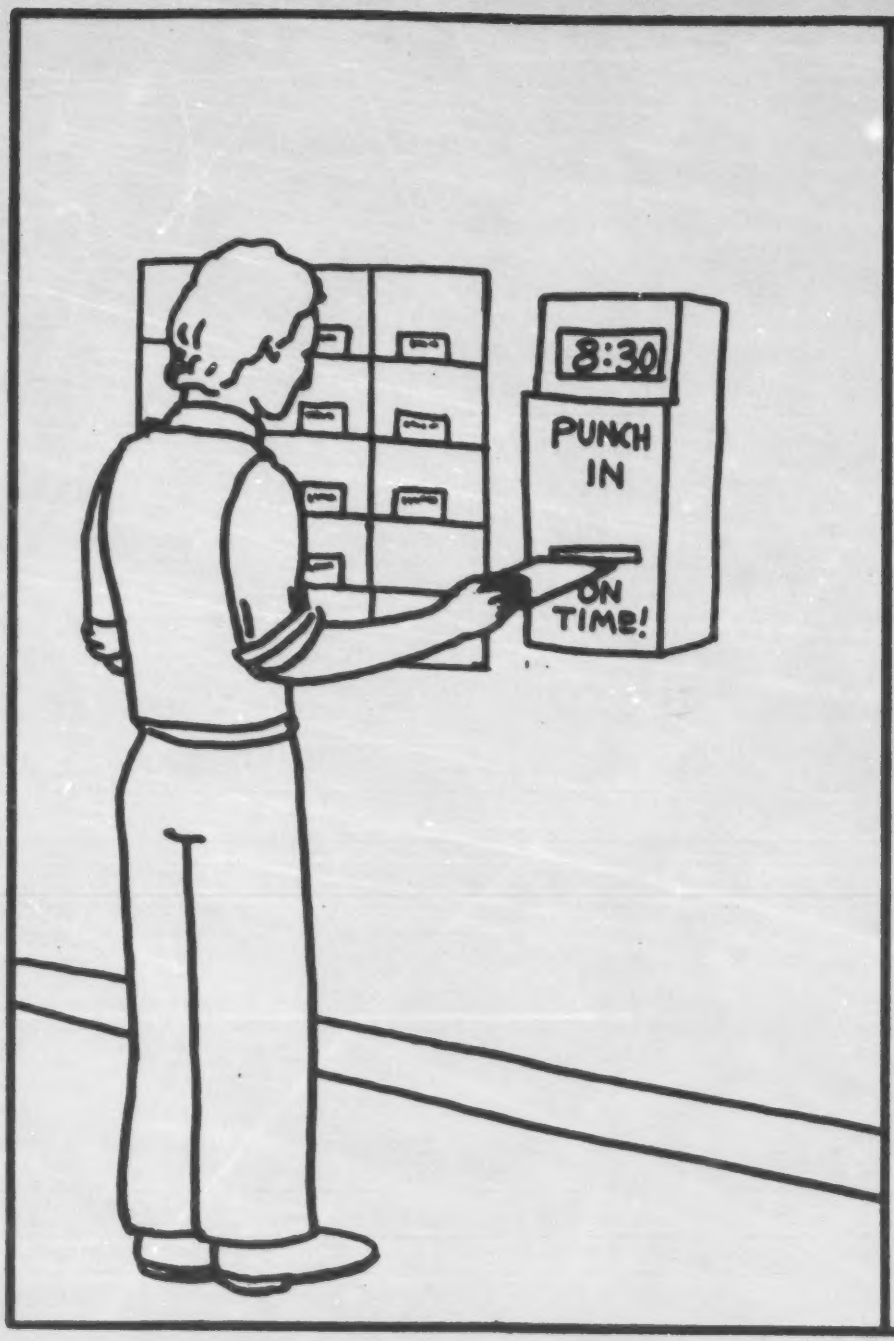
T discusses with Ss what worker should do when he has finished his assigned task. S responds either True or False:

- ask supervisor whether there is additional work to do
- question co-worker whether there is additional work to do
- ask to share co-worker's work
- tell other co-workers what to do

T evaluates answers, seeking each S's understanding of his own sense of responsibility and of his decision making ability. T then clarifies, if necessary, and stresses that S should not report to persons other than his immediate supervisor.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) report only to supervisor or person in charge, (2) upon arrival, (3) after completing assigned task, and then (4) await supervisor at work station.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Riding in Elevators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T demonstrates how to step into elevator, avoid tripping, move to back of car, turn around to face front and leave. T stresses safety factors: making sure before boarding that doors are completely open, that car is level with floor outside, and that all passengers who are getting off have done so.

Ss take turns stepping into elevator, following instructions on where and how to stand.

With all Ss facing front in elevator, T demonstrates how to push buttons for floor selection.

Ss, one at a time, call out floor numbers and push buttons according to instruction.

T demonstrates to Ss how to leave car, stressing safety factors: waiting until door is completely open and car is level with floor before leaving elevator.

Ss take turns calling out floor numbers and push buttons according to instructions. When elevator arrives at given floor, Ss leave safely.

T demonstrates to Ss how to inform elevator operator of floor to which they wish to go.

Ss practice informing the operator or T, who acts as operator, of desired floor.

T instructs Ss how to ride freight elevators, stressing that, for safety reasons, touching freight carried in elevator should be avoided.

PERFORMANCE OBJECTIVE: After completing this topic, S, without supervision, will be able to (1) board elevator safely, (2) press button correctly or inform operator of desired floor, (3) leave elevator and (4) ride without touching freight or passengers.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

B14-1

TOPIC: Riding on Escalators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T points out difference of UP and DOWN escalators to Ss. With escalator in stationary position, T asks T's assistant to demonstrate how to step on escalator, onto rail, slide foot onto step and remain on one step until it is time to get off.

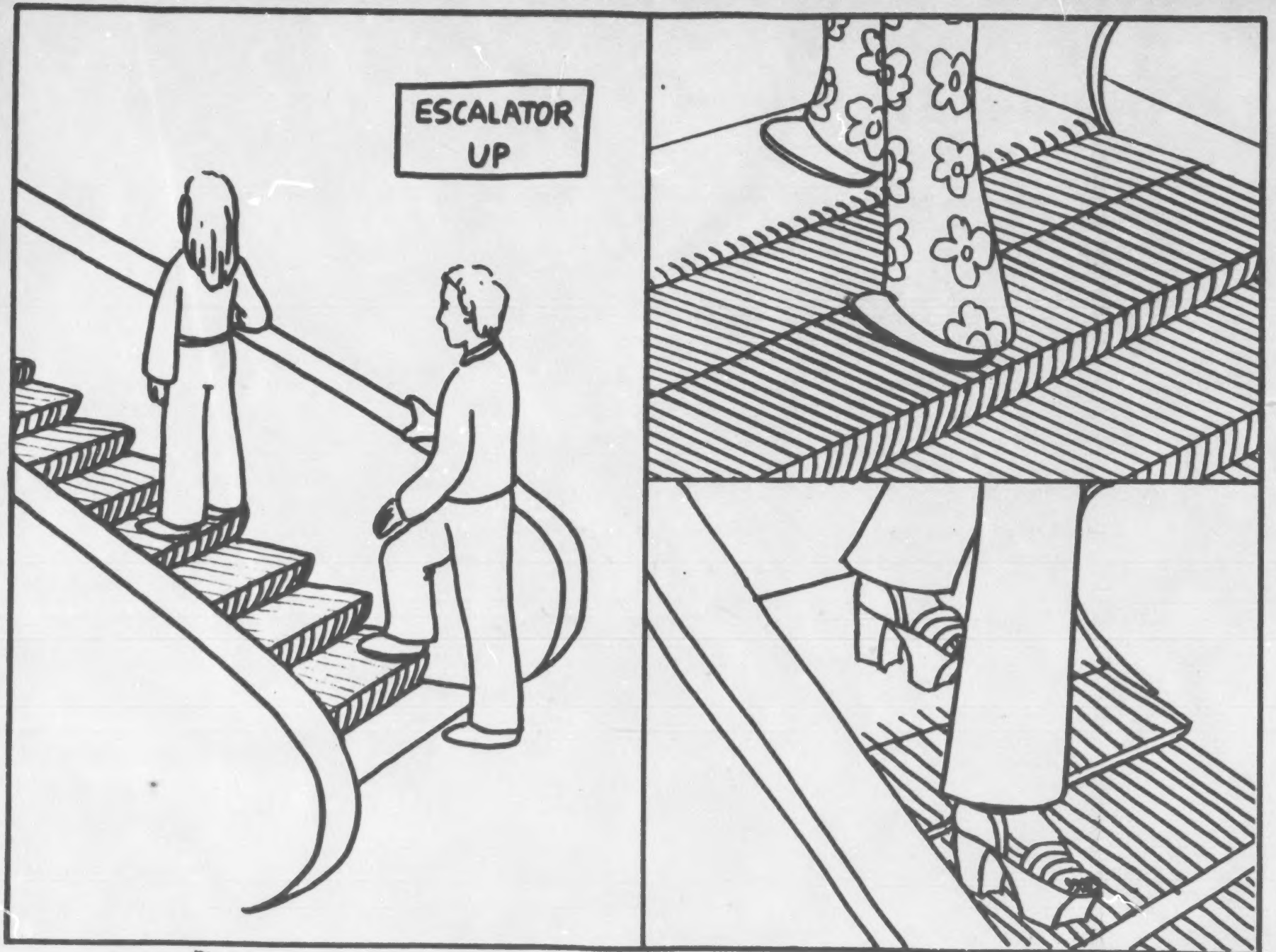
With Ss taking turns, T accompanies each S, in turn, onto escalator, stands in front of S, steps off escalator ahead of S, turns around and watches carefully as S steps off escalator. T escorts each S on DOWN escalator and returns to starting position. T's assistant remains with other Ss.

T goes to top of UP escalator, while T's assistant remains at bottom. S volunteers take turns, riding escalator alone to top. When all Ss have made trip, T moves with Ss to top of escalator and each S makes return trip alone.

T discusses such safety aspects as standing still and avoiding horseplay when riding on escalators.

PERFORMANCE OBJECTIVES: After completing this topic, S will be able to (1) board, (2) ride, and (3) leave an escalator safely and unsupervised.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Sitting or Standing for Long Periods of Time

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of workers sitting or standing while performing their tasks: assembly line workers, sewing machine operators, cashiers. T directs discussion of difficulty of standing or sitting for extended periods of time. T further compares advantage of wearing comfortable clothing vs. restrictive clothing.

T asks Ss for suggestions on how to alleviate strain while working. T directs conversation to point out that worker cannot leave his place at will, but must remain at the assigned task.

S sits in chair at table placed in front of classroom, so that other Ss can obtain a side view. T instructs S to slouch, then to straighten spine and sit erect, with base of back supported by back of chair. T instructs S to relax shoulders and keep forearms on table. T explains to class during demonstration how slouching affects the spine. T instructs S to relax while sitting, to breathe through nose, exhale through mouth.

Each S in turn performs sitting exercise above.

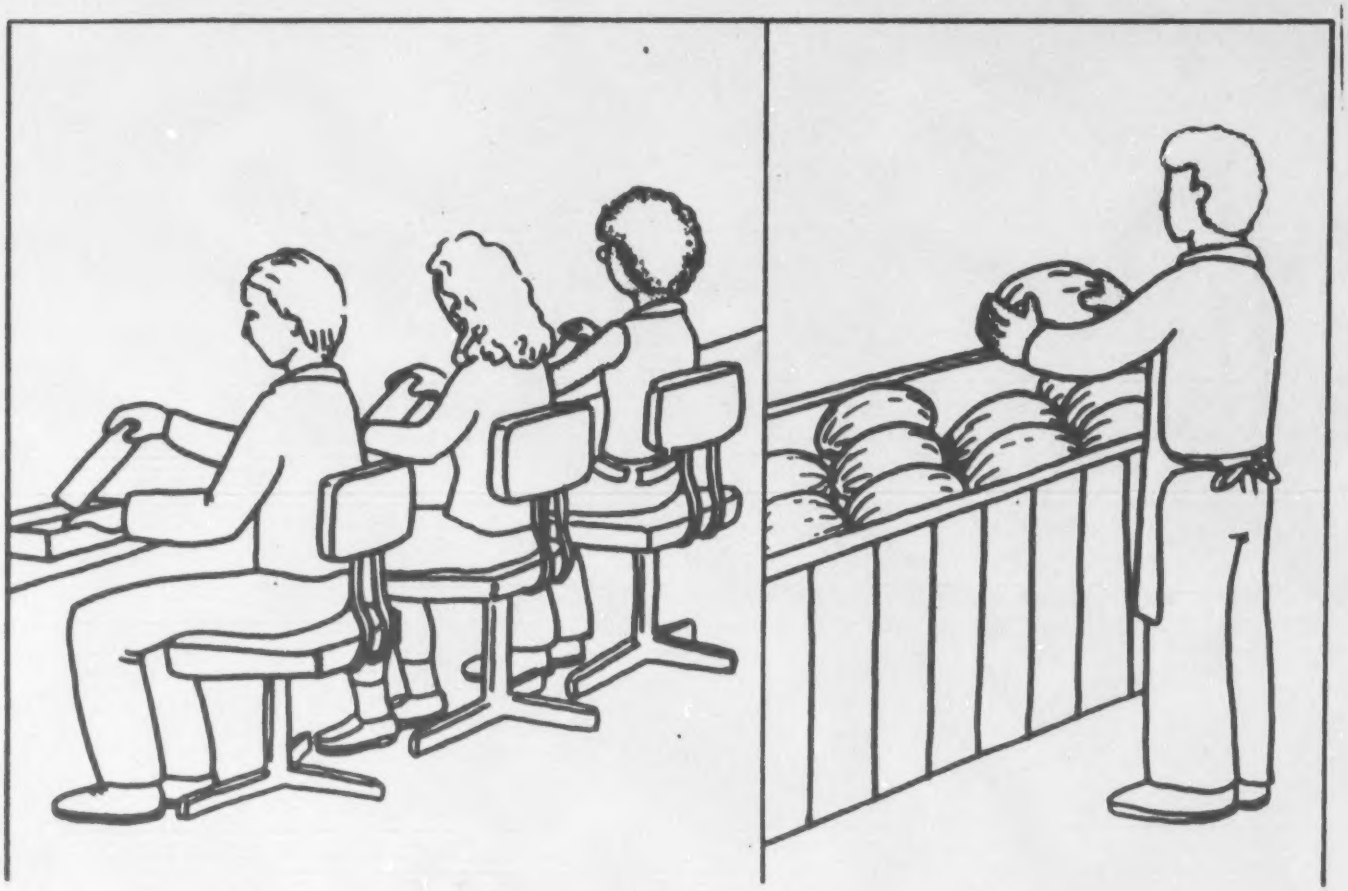
T repeats demonstration with S standing in front of classroom. T requests S to slouch while putting weight on one foot. T then asks S to stand straight, weight balanced evenly on both feet, shoulders and head relaxed.

Each S in turn performs standing exercise above.

T asks Ss when it would be permissible to leave assigned tasks, eliciting from Ss the response that breaks, and periods when bathroom facilities have to be used, are an acceptable time. T initiates and directs discussion so that Ss become aware that fidgeting is unacceptable and that it would be wise to walk about for a few minutes during breaks.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) sit and (2) stand correctly (3) without fidgeting and (4) remain at assigned task until given permission to leave. S also relaxes (5) by doing breathing exercises.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Stooping or Kneeling for Long Periods of Time JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T initiates discussion to elicit from Ss knowledge of correct standing, sitting or kneeling posture.

T demonstrates correct way to pick object from floor by squatting, picking up item and standing straight.

T asks Ss to repeat demonstration.

T stresses that weight should be distributed evenly on balls of feet. T handles prepared materials, stressing straight back position. T rises to a standing position, flexes each leg slightly and raises both arms in an upward stretch position to pull out muscles in shoulders and vertebrae.

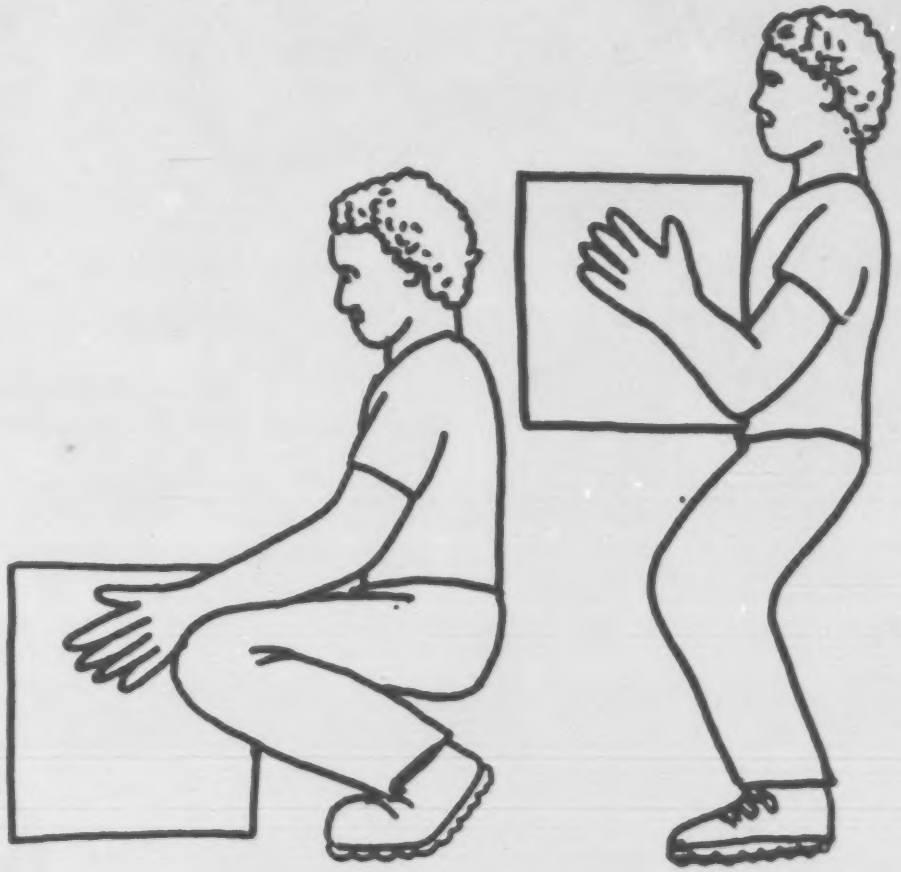
T asks to repeat demonstration.

T drops to kneeling position and works with prepared materials for a length of time while talking to Ss. T leans back on heels to change position. T rises to standing position, using same relaxation exercise outlined above.

T asks Ss to repeat demonstration.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably a job which requires (1) stooping or (2) kneeling for extended periods.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Working Above One's Head

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

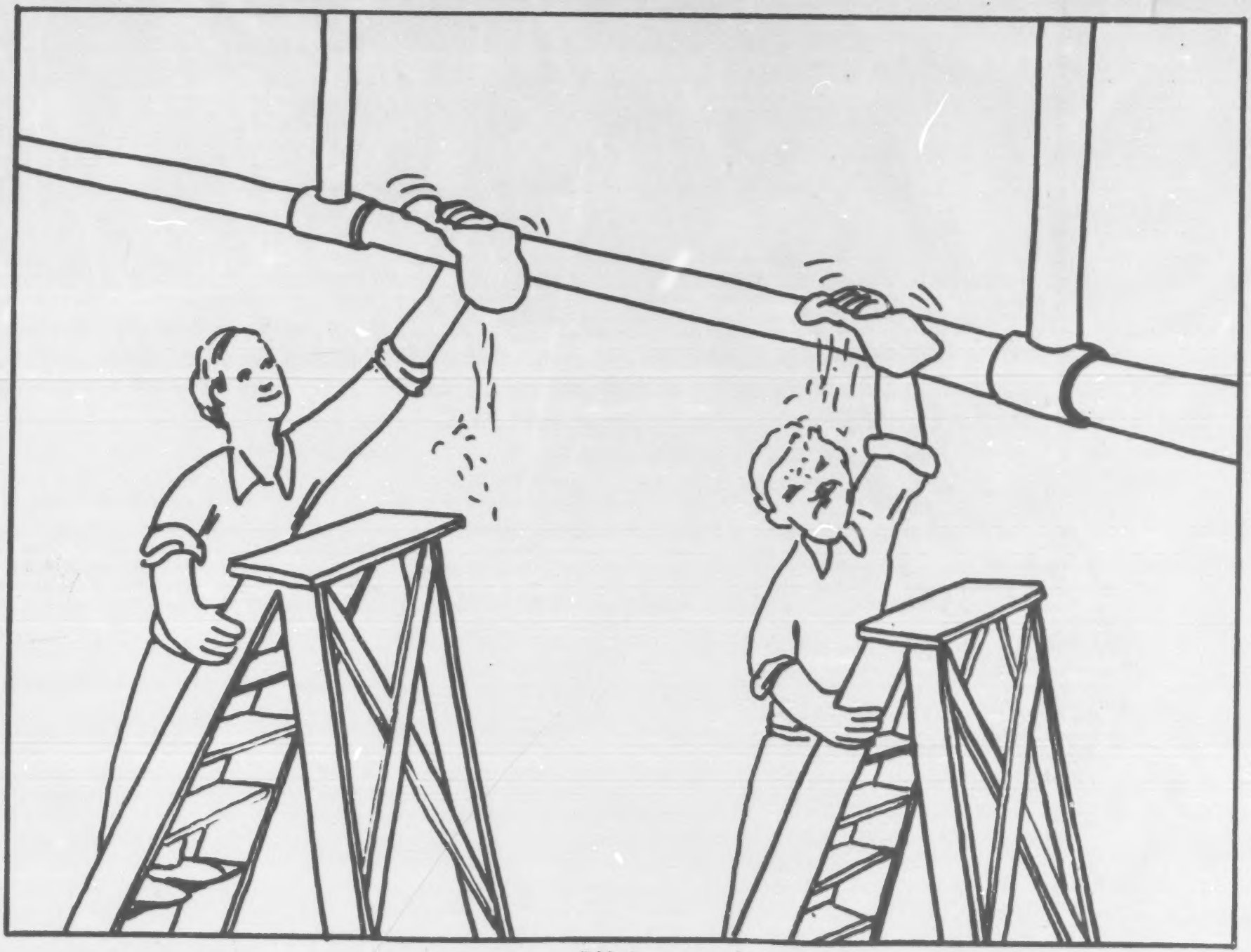
T discusses the many jobs in a place of employment which require working above one's head. T explains that usually a stepladder is used, which has to be balanced carefully to prevent person from falling. Jobs such as handling and cleaning lighting fixtures require special care so that fixture does not fall or break. Overhead dusting requires a ladder, which should be placed in a position so that the dust does not fall on person's face or head.

T sets up stepladder a few feet from overhead work area and proceeds to dust ceilings and overhead grates with a long-handled duster and vacuum with hose extension. Standing on stepladder, T carefully removes, then cleans and reinstalls, a fluorescent tube and two incandescent light globes. T stresses that face should be protected at all times.

S completes several tasks, using care in working above his head as instructed.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably at a job which requires working above one's head.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



B19-1

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TOPIC: Working Alone

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T focuses with Ss upon the meaning of the words "independent" and "responsible" so that these words become the central point of lesson.

After discussion, Ss are asked how they think they would act independently on a job. T also asks Ss' definition of the word "responsible."

T assigns each S a given task in the classroom. Each S performs his job independently, unsupervised and unguided by T, but T quietly observes activities.

After lab session, T reviews completed work with Ss. Ss who did not complete assigned task are asked for reasons: daydreaming, hindering others, talking and leaving the work station are stressed as activities which interfere with work.

T then asks Ss what would happen if a job for an employer were not finished. T reviews meaning of the words "independent" and "responsible."

T reassigns Ss to tasks, stressing emphatically the need to stay with a job and finish it. At next lab session, T again observes Ss' behavior.

T leads discussion of Ss' work activities and how well Ss thought they were behaving in terms of independence and responsibility. T reinforces and clarifies their perception.

T repeats previous learning sequence of assigning tasks and having Ss discuss their perceptions.

PERFORMANCE OBJECTIVE: After completing this topic S will be able to (1) work independently at a specific task, (2) complete it without supervision, (3) within a specified period of time.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working in Crowded Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in crowded areas, e.g., stocking goods in a narrow supermarket aisle, cleaning a lunch counter during busy periods, moving a merchandise cart in a department store. T then directs the discussion toward the problem of working in crowded areas. T illustrates, referring to Ss' own experience with crowded situations, the need for caution when moving carts, backing up, turning around, moving suddenly and lifting things.

T shows Ss pictures of young people working in crowded areas, including several which show the workers handling tools and equipment in a manner which is hazardous to others. T asks Ss to identify the hazardous situations and to explain how a worker can do the job safely. T stresses the need for caution in handling or using tools when moving or turning around.

T stresses the importance of keeping the working area orderly and cleaning up as required when moving to different locations.

T arranges for each S to work in a crowded area and observe S's performance of the target behaviors. If required, T structures training situations in which S can further practice the desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a crowded area by (1) taking precautions not to endanger other workers or passers-by and (2) maintaining orderliness and neatness of work area.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

EXCUSE ME, PLEASE.
OF COURSE!

TOPIC: Working in Loading Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits several pictures of young people working in different loading areas such as a department store, outdoor truck-loading platform, airport baggage room, supermarket stockroom conveyor belt and chute. Ss draw upon their own experience in discussing with teacher the hectic activities and hazards of these areas. T emphasizes the need to follow instructions and safety rules, to be aware of the whereabouts and actions of other workers, to be on the alert for moving objects and vehicles, and to avoid daydreaming.

T arranges for S to work in simulated or actual loading areas and observe S's performance of the target behaviors. If required, T structures training situations in which S can practice desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a loading area without endangering himself or others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

B22-1

CRASH!

TOPIC: Working in Public Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in public areas with strangers walking by, e.g., sweeper on railroad platform, wrapper at cashier's desk in department store, stock clerk in supermarket. T then has class define the phrase "working in public." Ss become aware during discussion that workers should avoid being distracted by passersby.

T exhibits similar pictures: one of them shows a sweeper pointing towards the lavatory with the sign "Men," and another depicts a worker stepping aside for a person pushing a cart. T leads a discussion to differentiate between working in public and answering questions, giving directions, getting out of someone's way, and becoming distracted by passersby, talking spontaneously and neglecting the job.

Role Play #1: S plays a customer looking for candy and T plays a stock clerk in supermarket. T is overly friendly and talks about unrelated things, then tells customer where to find candy.

T asks class to react to situation and directs Ss to identify incorrect and suggested correct behavior.

Role Play #2: Role play #1 is replayed with T acting as customer and S acting as stock clerk. Role play is repeated with several Ss.

T asks Ss to compare the difference between social and working relationships. Ss should point out what while on the job they should not become involved with passersby or their activities except to answer pertinent questions.

T arranges for each S to work alone in contact with the public to observe his performance.

If required, T structures a role play, similar to role play #2, with the Ss who need further practice acting the role of the worker.

B23-1

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work continuously in public area without becoming involved with passersby or their activities, (2) answer questions when asked and return to work, and (3) step aside when necessary to avoid blocking traffic.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Safely

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Before beginning discussion, T organizes three sets of pictures:

- Set #1 shows young workers correctly and safely performing jobs similar to Ss' jobs.
- Set #2 corresponds to set #1 but shows workers suffering consequences of ignoring safety, and
- Set #3 contains unidentical pictures, showing the consequences of workers ignoring safety factors.

T structures the discussion in the following sequence:

1. T exhibits a picture of the consequences of "not working safely" from set #2. T elicits comments from Ss and suggestions for working safely.

2. T shows the corresponding "working safely" picture from set #1 and guides the Ss to agreement that this is the better way to work.

3. T repeats step #1 and #2 above for at least two more pairs of pictures.

4. T shows a "working safely" picture from set #1 and a "working unsafely" picture from set #3, the two of which do not correspond. If a S makes a comment concerning the noncorrespondence of the pictures, T should use this as a lead to discuss that working safely is required on all jobs. If none of the Ss notes the noncorrespondence of the pictures, T should elicit such a comment from the group, then continue developing a discussion concerning the need to consider safety at all times. This discussion should emphasize that daydreaming, playing pranks, poking around, staring into space, rocking back and forth and such behaviors should be avoided.

T develops a game in which he mixes up sets #1 and #2. Ss first sort all pictures into "working safely" and "not working safely" groups, and then match the corresponding safe, unsafe work situations. T encourages Ss to determine which element of the picture shows an unsafe working condition.

CAUTIO
CAUTIO

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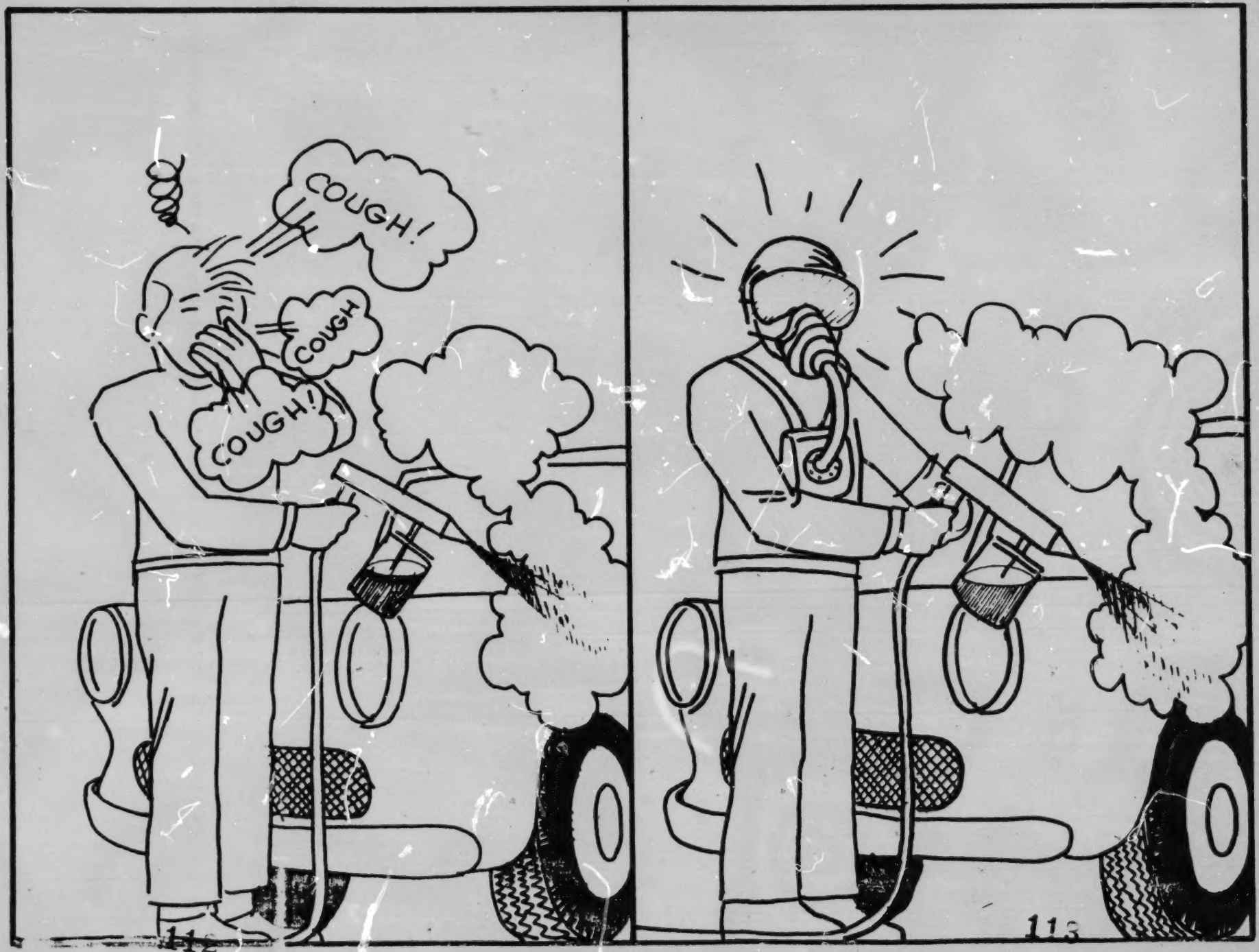
B25-2


COUGH!
COUGH
COUGH!
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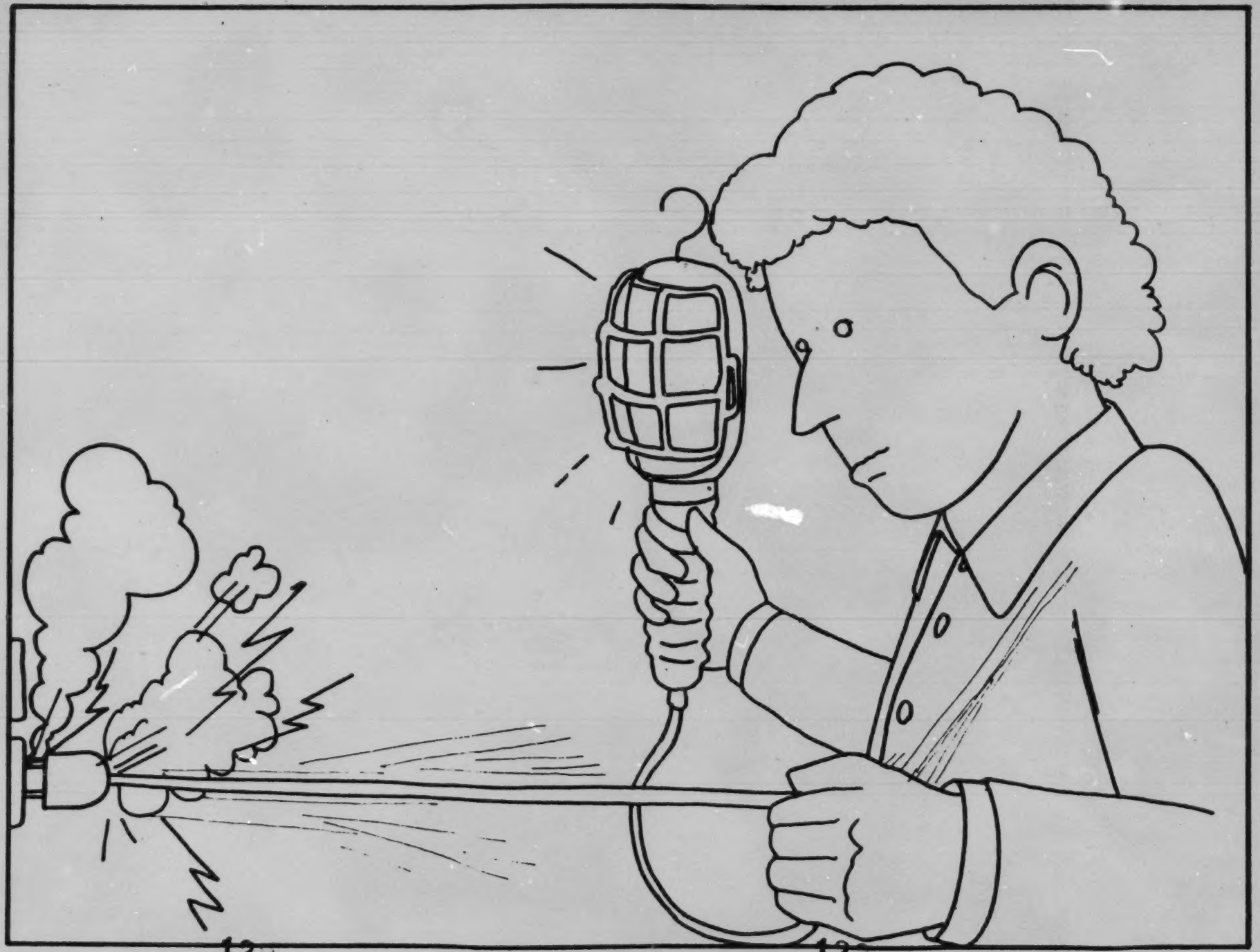

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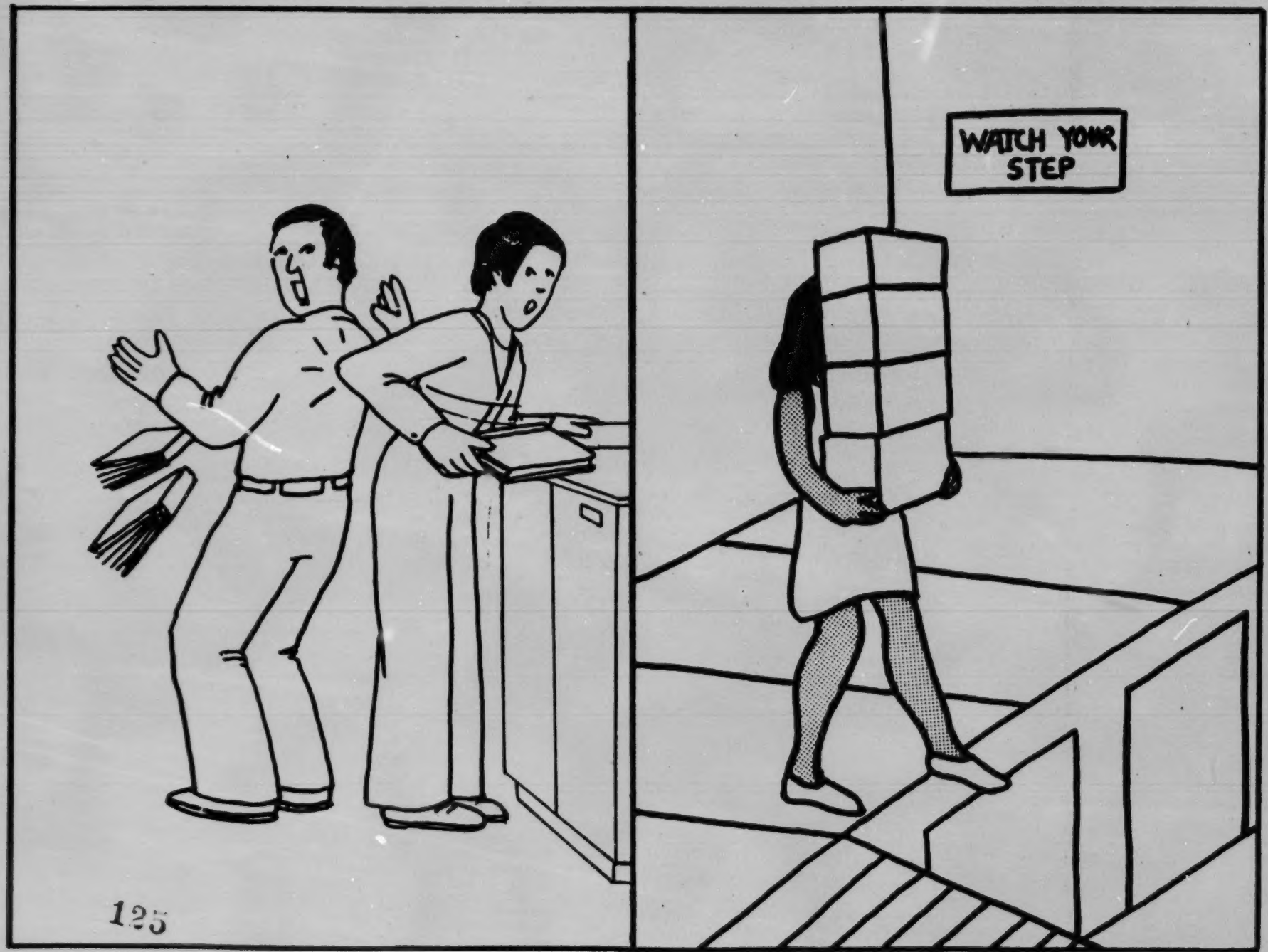
WATCH YOUR STEP
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TOPIC: Working Safely (cont.) JOB-REQUIRED BEHAVIORS

T exhibits a picture from set #3 and draws Ss into discussion concerning the unsafe work situation and how to make it safe, yet have the work done properly. T tries to apply "working safely at all times" to other everyday situations with which Ss may be familiar in their homes, at school or at work.

T develops a game in which Ss can sort pictures of all three sets into safe and unsafe sets and verbalize or draw safe working procedures for pictures with unsafe conditions.

T elicits comments from Ss about their perceptions of safe behavior at work, school and home. T should not permit extensive descriptions of unsafe activities by Ss; if this occurs, T should stress that this is unsafe behavior and should not be tried out by the other Ss.

T checks out each S's personal perception of safe working conditions and his general performance, both in group and individual discussion, clarifying and reinforcing safety rules as necessary.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work safely at assigned tasks and also demonstrate a safety set by (2) sorting pictures into safe and unsafe groups and (3) making suggestions for safe working procedures for the pictures exhibiting unsafe conditions.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Under Pressure

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T discusses with Ss various trades in which people work under pressure: salesclerk, kitchen worker, porter, etc. T explains that, at certain times of the day, activity increases and personnel has to work under pressure, e.g., the rush at restaurants at breakfast time.

T elicits the following attitudes from Ss: (1) pressure should be handled by the worker as a common happening, as it occurs in many places of business, (2) pressure, when it occurs, should be handled without becoming flustered or angry, (3) personnel should continue to work at the fastest speed without sacrificing quality until the rush or pressure is over.

Ss discuss various situations in which they have felt pressure, how they handled it and whether the job-related attitudes would be useful.

T assigns a task to each S and establishes a deadline until all Ss are working under pressure for at least one-half hour. T makes notes on all Ss in terms of instances when they do not use target behaviors.

T leads Ss in discussion about how they felt and acted when working under pressure. T verbally reinforces and clarifies Ss' perception of their behavior.

T repeats previous learning sequence, then has Ss discuss their feelings and perceptions of performing the target behaviors under pressure.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work under pressure (1) without becoming flustered or angry, and (2) at the fastest speed without sacrificing quality, until he has completed the assigned task or is instructed to stop.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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SOURCES AND ADDRESSES FOR OCCUPATIONAL TRAINING MATERIALS

Abingdon Press
201 Eighth Avenue South
Nashville, TN 37202

Alaska Skill Center
Box 615
Seward, AK 99664

Aluminum Company of America
1501 Alcoa Building
Pittsburgh, PA 15219

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, NY 10022

American Institute of Laundering
Director of Education and Personnel
Joliet, IL 60434

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

American Personnel and Guidance Association
Washington, DC 20009

Arkansas Children's Colony
McRae Unit
Alexander, AR 72002

Barre Vocational Technical Center
Barre, VT 05641

California State Department of Employment
800 Capitol Mall
Sacramento, CA 95814

Careers, Inc.
P. O. Box 135
Largo, FL 33540

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

Del Mar College
Technical-Vocational Education
101 Baldwin
Corpus Christi, TX 78404

Dunbar Service Center
Johnson City, TN 37601

Eastman Kodak Company
343 State Street
Rochester, NY 14650

Follett Publishing Company
Educational Opportunities Division
1010 West Washington Boulevard
Chicago, IL 60607

Grune & Stratton, Inc.
757 Third Avenue
New York, NY 10017

Hive Publishing Company
Easton, PA 18042

Interstate Printers and Publishers
19 North Jackson Street
Danville, IL 61832

ITJ Junior College
Tupelo Center
Tupelo, MS 38801

Job Corps
See U. S. Department of Labor, Job Corps

Johns Hopkins University Press
Baltimore, MD 21218

Maryland State Department of Education
Division of Vocational Education
Special Speech Program
600 Wyndhurst Avenue
Baltimore, MD 21210

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, IL 60612

National Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60610

New Jersey State Department of Education
Vocational Education for the Handicapped
225 State Street West
Trenton, NJ 08608

Northwest Regional Educational Laboratory
700 Lindsay Building
710 Southwest Second Avenue
Portland, OR 97204

Rittner's School
345 Marlborough Street
Boston, MA 02115

Rosen, Richards, Press, Inc.
29 East 21st Street
New York, NY 10010

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Sextant Systems, Inc.
3048 North 34th Street
Milwaukee, WI 53210

South Carolina State Department of Education
908 Rutledge Building
Columbia, SC 29201

Superintendent of Schools
1820 Washington Street
Fort Benton, MT 59442

Syracuse University Press
Box 8, University Station
Syracuse, NY 13210

Teachers College Press
Columbia University
1234 Amsterdam Avenue
New York, NY 10027

Texas Education Agency
Department of Vocational and Adult Education
Division of Homemaking Education
Austin, TX 70761

Textile Distributors Association, Inc.
1040 Avenue of the Americas
New York, NY 10018

Thomas, Charles C., Publisher
301 East Lawrence Avenue
Springfield, IL 62703

U. S. Civil Service Commission
Washington, DC 20005

U. S. Department of Labor,
Bureau of Labor Statistics;
Bulletins are available from
U. S. Government Printing Office
Washington, DC 20402

U. S. Department of Labor
Job Corps, Development Division, Manpower Administration
Patrick Henry Building
601 D Street, N.W.
Washington, DC 20213

U. S. Department of Labor
Office of Manpower, Automation and Training
Washington, DC 20210

University of Toronto
College of Education, Guidance Center
1000 Yonge Street
Toronto 289, ON, Canada

University of Vermont
Votex Department
Burlington, VT 05401

University of Wisconsin
Curative Workshop of Milwaukee
Milwaukee, WI 53201

Vocational Guidance Manuals
Universal Publishing and Distributing Corporation
235 East 45th Street
New York, NY 10017

Walck, Henry Z., Inc.
19 Union Square West
New York, NY 10003

World Trade Academy Press, Inc.
50 East 42nd Street
New York, NY 10017

JOB DESCRIPTION ALUMINUM, STEEL OR VINYL SIDING INSTALLER HELPER

An Aluminum, Steel or Vinyl Siding Installer Helper

- performs the following major tasks:

  maintains siding tools

  installs aluminum, steel or vinyl siding

  works with scaffolding and ladders

- is required to have considerable physical strength and agility
- works under close supervision
- works on the ground floor or the walls of a private or commercial building under varying climatic conditions, in an environment that is often hazardous; moves about or stands most of the time

TOPIC: Working in Building Trades Areas

ALUMINUM, STEEL OR VINYL SIDING INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S helps to set up materials, rigging and equipment in a typical building trade area and demonstrates how to work with required safety equipment.

S explains the need to be concerned for the safety of co-workers and passersby.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely in various building trades areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

TOPIC: Identifying and Lifting Heavy Objects (cont.)

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Lifting Heavy Objects in Tandem

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide.
S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Sharp Tools and Implements

ALUMINUM, STEEL OR VINYL SIDING INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays various tools, knives, forks, cutters, etc. S uses the type of tool ordinarily found in the trade being studied.

S discusses safety considerations, drawing as much as possible upon his own experience.

S practices safety rules and procedures when working with sharp tools and implements.

Safety Considerations: Be alert, grip handle firmly, keep fingers away from blade
Keep tools sharp; generally cut away from body
Return all tools to their proper place when not in use
Do not leave knives or sharp items in sink or where not easily seen
Do not carry too many sharp tools at one time
If a knife or other sharp tool falls, don't try to grab it; let it fall
Use the right tool for the right job
Do not use knives as can openers or pry bars

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) handle and (2) use sharp tools and implements while performing specified tasks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Hand Tools ALUMINUM, STEEL OR VINYL SIDING INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects different hand tools and demonstrates proper position of hands and fingers for safe handling of tools.

S explains that a firm grip with fingers in proper position insures better tool control which ultimately leads to greater facility and productivity.

S explains that it is necessary periodically to check that tools are properly shaped and sharpened and maintained in good condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively with common hand tools.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Siding Tools

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S lays out the material to be cut and uses a cutting tool to score, snip or cut the siding to size. S explains that sharp tools will make the job easier.

S fastens the siding, using appropriate fastening techniques. S emphasizes that care must be taken to avoid leaving marks on siding or damaging it in any other way.

TOPIC: Working with Siding Tools (cont.)

ALUMINUM, STEEL OR VINYL SIDING INSTALLER HELPER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) cut siding to size and (2) fasten siding to different locations, using appropriate fastening technique. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Aluminum, Steel or Vinyl Siding

SUGGESTED INSTRUCTIONAL ACTIVIES:

S carries and stacks various types of packaged siding. S opens packages without damaging siding and removes the pieces for installation, being sure to keep the material from being blown about by the wind.

S installs the various types of siding, using appropriate tools for laying out, cutting and attaching siding.

Safety Considerations: Avoid cutting yourself on the panels

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) carry, (2) stack, (3) remove siding from packages without damage and (4) work properly with various types of aluminum, steel and vinyl siding. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Bending and Cutting Aluminum, Steel or Vinyl Siding — ALUMINUM, STEEL OR VINYL SIDING INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S bends aluminum, steel or vinyl siding to the desired layout with the proper tool.

S cuts various pieces of siding to length with a portable shear, snips, saw or knife, making multiple cuts for the desired layout.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) bend and (2) cut aluminum, steel or vinyl siding to various specifications. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Plumb, Chalk and Straight Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S uses a plumb bob and line to establish a plumb or vertical line. S explains that the bob must be of sufficient weight to keep the line vertical and prevent it from moving.

S prepares a chalk line.

S establishes two points and snaps a chalk line sharp and straight.

S stretches a taut, straight line between two points and works with an offset block.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) strike a plumb line, (2) snap a chalk line, and (3) work with straight lines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Scaffolding ALUMINUM, STEEL OR VINYL SIDING INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles the various types of scaffolding to meet OSHA regulations and satisfy job requirements.

S checks all parts before and after assembly to see whether they are in safe operating condition.

S disassembles scaffolding, piece by piece. S lowers each piece to the ground.

S removes paint, oil, grease and nails from equipment. S stores material under a protective cover, making sure it is well-ventilated.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble, (2) check, (3) disassemble, (4) lower, and (5) maintain various types of scaffolding. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Ladders

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety precautions to be observed when working with ladders.

S demonstrates proper method of carrying a ladder alone or aided by another S.

S shows correct procedure for placing various ladders firmly on the ground at a safe angle for mounting.

S demonstrates how to raise and lower various types of ladders alone or aided by another S.

S explains the need for proper hand and foot positions and body balance when climbing up and down ladders.

TOPIC: Working with Ladders (cont.) ALUMINUM, STEEL OR VINYL SIDING INSTALLER HELPER

S shows the proper method of climbing up and down various types of ladders.

S demonstrates how to assume safe working positions on ladders while painting or cleaning high surfaces.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) carry, (2) raise, (3) lower, (4) climb, and (5) work at various heights on different types of ladders. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Matching Coded Materials

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains function of coded material.

S assembles an artificial floral arrangement with a styrofoam base, which has color-coded markings and into which color-coded artificial flowers are inserted.

S matches a variety of tools to a tool silhouette board and stores them in their proper places.

S selects color-coded wires from open supply boxes and assembles them on an electrical mock-up by following installation pattern on a sample color-coded mock-up.

S explains use of a nail-code identification chart and selects several different sizes of nails from open stock, as required by person in charge.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify and (2) match coded items for sorting and assembling to specifications. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Building Trades Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to identify difference between trade materials and debris commonly found in building trades areas.

S sorts and stacks trade materials according to type and size, keeping stacks even and neat. S then stores debris in a safe container that meets OSHA regulations.

Safety Considerations: Do not stack material too high

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sort trade materials and separate them from debris, (2) stack trade materials evenly and neatly according to type and size, and (3) store debris in a safe container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Clearing and Bailing Industrial Trash

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that in supermarkets and department stores bulky trash is often prepared for easy disposal by folding and tying it into a compact package. S states that metal trash is usually placed in large drums and disposed of properly by a rubbish removal company.

S folds or disassembles large empty cardboard containers or wooden containers and ties them securely for disposal with heavy twine. S checks area for such objects as nails and staples used in packaging, then removes them.

TOPIC: Clearing and Bailing Industrial Trash (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) bale industrial trash for rubbish removal, (2) check area for nails and staples, and (3) remove them. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

ALUMINUM, STEEL OR VINYL SIDING INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole the angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time pre-determined by T.

TOPIC: Sweeping and Mopping Floors and Walks

ALUMINUM, STEEL OR VINYL SIDING INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Building Trades

ALUMINUM, STEEL OR VINYL SIDING INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION CARPENTER HELPER

A Carpenter Helper

- performs the following major tasks:

  supplies carpenters with materials

  sorts and supplies hardware

  sands molding and trim in preparation for painting

- is required to have considerable physical strength and agility
- works usually in cooperation with other workers
- works under informal supervision
- works both indoors and outdoors under varying climatic conditions, in a dangerous environment that involves much climbing while working in a construction project or lumber warehouse

TOPIC: Working in Building Trades Areas

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S helps to set up materials, rigging and equipment in a typical building trade area and demonstrates how to work with required safety equipment.

S explains the need to be concerned for the safety of co-workers and passersby.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to train and work safely in various building trades areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Matching Coded Materials

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains function of coded material.

S assembles an artificial floral arrangement with a styrofoam base, which has color-coded markings and into which color-coded artificial flowers are inserted.

S matches a variety of tools to a tool silhouette board and stores them in their proper places.

S selects color-coded wires from open supply boxes and assembles them on an electrical mock-up by following installation pattern on a sample color-coded mock-up.

S explains use of a nail-code identification chart and selects several different sizes of nails from open stock, as required by person in charge.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify and (2) match coded items for sorting and assembling to specifications. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Lifting Heavy Objects in Tandem

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide.
S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Lumber

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S lifts lumber of various sizes, one at a time, at one end, walks it hand over hand and places it on his shoulder, balancing the load carefully.

S carries the lumber on his shoulder, being careful not to bump anything.

S stacks various sizes of lumber, making sure that one end and both sides are stacked evenly.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) lift, (2) carry, and (3) stack safely lumber of various sizes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of each of the following wheelbarrows: removable-sides wood wheelbarrow, contractor's wood wheelbarrow, contractor's shallow wheelbarrow, contractor's deep wheelbarrow.

S loads, but does not overload, each wheelbarrow with bricks, cement blocks, rocks, sand or soil.

S unloads materials from wheelbarrows.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify type of wheelbarrow necessary for different loads, (2) load, and (3) unload bricks, cement blocks, rocks, sand or soil. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Wheelbarrows

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to move loaded wheelbarrow up and down inclines, such as curb cuts, aprons, gangways. S grips ends of wheelbarrow handles for leverage. With feet placed suitably far apart, S places one foot slightly ahead of body, one slightly behind. S balances weight on balls of feet, keeps knees flexed, lifts weight with knees. S leans toward load when pushing uphill, away from it with knees bent when moving downhill.

S moves wheelbarrow up and down inclines and around obstacles. S maintains control over wheelbarrow at all times and keeps feet apart when maneuvering.

S pushes wheelbarrow over rough, uneven surfaces up and down inclines, maintaining stability and proper body control.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move a heavily loaded wheelbarrow over various surfaces and around obstacles. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- **bulky, light objects--distributing objects properly for safe passage through narrow openings**
- **small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion**
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Hand Tools

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects different hand tools and demonstrates proper position of hands and fingers for safe handling of tools.

S explains that a firm grip with fingers in proper position insures better tool control which ultimately leads to greater facility and productivity.

S explains that it is necessary periodically to check that tools are properly shaped and sharpened and maintained in good condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively with common hand tools.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Scraping Floors and Wood Surfaces

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S checks whether hand scraper is properly sharp.

S correctly positions hand scraper on a wood surface and pushes it with the proper pressure in the direction of the grain.

S puts on a respirator and explains why its use is necessary when working with a machine scraper.

S moves the machine evenly over the wood surface in the direction of the grain to prevent ridges and other irregularities from forming.

Safety Considerations: Use respirator when working with a machine scraper

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to scrape floors and other wood surfaces to the prescribed finish with (1) a hand scraper and (2) a machine scraper. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sanding Surfaces for Painting

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains the necessity for wearing safety goggles and a dust mask while sanding. S points out that an accumulation of dust poses a fire hazard.

S explains the use of different grades of production sandpaper such as grades 80, 100, and 120.

S sands a surface by hand in the proper direction, using coarse to fine grades of paper and feathering the edges properly.

S explains that a belt sander of the proper size and type must be chosen for each sanding job. S installs a belt in the right direction of travel and adjusts properly the sander. S sands the surface in the direction of the grain with long forward and backward strokes, taking care not to move to the left or right in order to prevent ridges from forming. S explains that he does not exert pressure on the machine but lets the weight of the machine do the work.

S selects the proper orbital sander and production sandpaper for an assigned job. S sands the surface, allowing the weight of the machine to exert the necessary pressure. S takes care to feather all edges.

S selects a disk sander of the proper size and production sandpaper disks for an assigned job. S presses down on the disk sander and moves it with sweeping strokes, keeping the machine in motion to prevent burning and ridging of material.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to sand various surfaces with (1) a belt sander, (2) an orbital sander, and (3) a disk sander, using different methods and various types of production sandpaper. The objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Scaffolding

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles the various types of scaffolding to meet OSHA regulations and satisfy job requirements.

S checks all parts before and after assembly to see whether they are in safe operating condition.

S disassembles scaffolding, piece by piece. S lowers each piece to the ground.

S removes paint, oil, grease and nails from equipment. S stores material under a protective cover, making sure it is well-ventilated.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble, (2) check, (3) disassemble, (4) lower, and (5) maintain various types of scaffolding. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Ladders

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety precautions to be observed when working with ladders.

S demonstrates proper method of carrying a ladder alone or aided by another S.

S shows correct procedure for placing various ladders firmly on the ground at a safe angle for mounting.

S demonstrates how to raise and lower various types of ladders alone or aided by another S.

S explains the need for proper hand and foot positions and body balance when climbing up and down ladders.

TOPIC: Working with Ladders (cont.) **CARPENTER HELPER**

S shows the proper method of climbing up and down various types of ladders.

S demonstrates how to assume safe working positions on ladders while painting or cleaning high surfaces.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) carry, (2) raise, (3) lower, (4) climb, and (5) work at various heights on different types of ladders. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Building Trades Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to identify difference between trade materials and debris commonly found in building trades areas.

S sorts and stacks trade materials according to type and size, keeping stacks even and neat. S then stores debris in a safe container that meets OSHA regulations.

Safety Considerations: Do not stack material too high

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sort trade materials and separate them from debris, (2) stack trade materials evenly and neatly according to type and size, and (3) store debris in a safe container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Personal Hygiene and Proper Dress in Building Trades

CARPENTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

ELECTRICIAN HELPER

An Electrician Helper

- performs the following major tasks:

  works with electricity

  works with electrical fittings

  supplies electrical fittings to electrician

  cleans up debris

  gathers scrap for resale

- works usually in cooperation with other workers
- works under close supervision
- works both indoors and outdoors under varying climatic conditions, at projects that range from small wiring or supply operations to large complex jobs, with a wide range of postures and physical activity

TOPIC: Working in Building Trades Areas

ELECTRICIAN HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S helps to set up materials, rigging and equipment in a typical building trade area and demonstrates how to work with required safety equipment.

S explains the need to be concerned for the safety of co-workers and passersby.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely in various building trades areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Matching Coded Materials

ELECTRICIAN HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains function of coded material.

S assembles an artificial floral arrangement with a styrofoam base, which has color-coded markings and into which color-coded artificial flowers are inserted.

S matches a variety of tools to a tool silhouette board and stores them in their proper places.

S selects color-coded wires from open supply boxes and assembles them on an electrical mock-up by following installation pattern on a sample color-coded mock-up.

S explains use of a nail-code identification chart and selects several different sizes of nails from open stock, as required by person in charge.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify and (2) match coded items for sorting and assembling to specifications. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electricity

ELECTRICIAN HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses the need for safety awareness when working with electricity.

S exhibits electrical safety rating sheet which includes illustrated practices that must be observed when working with electricity. S discusses items on sheet, including requirement to report immediately to person in charge the discovery of any faulty equipment, such as an exposed wire or a loose fixture.

Safety Considerations: Pull plug, not cord, when removing extension cord from socket
Wear prescribed rubber sole shoes when working with circuit breaker or fuse box
Cut off current at circuit breaker when removing a broken light bulb
Cut off current at circuit breaker and/or fuse box when replacing a switch

PERFORMANCE OBJECTIVE. Given appropriate/indicated equipment, S will be able to employ safety practices according to safety rating sheet while working with electricity. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stocking Electrical Supply Bins

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to stock electrical supply bins by selecting electrical parts according to color codes or by visual comparison.

S neatly stocks electrical supply bins with electrical parts and fittings, using color coding and visual comparison.

TOPIC: Stocking Electrical Supply Bins (cont.) ELECTRICIAN HELPER

S explains that parts must be handled carefully.

PERFORMANCE OBJECTIVES: Given appropriate/indicated equipment, S will be able to stock electrical supply bins by (1) color codes and (2) visual comparison, (3) without damaging the parts. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Fittings, Cables and Boxes

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that working with fittings, cables and boxes requires constant care and caution to avoid receiving an electric shock.

S loosens one screw to remove plate from box and loosens two other screws to remove defective box.

S removes cable with exposed wire by unscrewing or releasing wire clamp.

S removes one-half inch of stripping from wire with a wire stripper and inserts exposed wire in wire-clamp slot or winds it around the attaching screws.

S replaces new socket and plate in reverse order of disassembly.

Safety Considerations: Shut off electricity before working on equipment

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to replace a defective socket. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Plumb, Chalk and Straight Lines

ELECTRICIAN HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S uses a plumb bob and line to establish a plumb or vertical line. S explains that the bob must be of sufficient weight to keep the line vertical and prevent it from moving.

S prepares a chalk line.

S establishes two points and snaps a chalk line sharp and straight.

S stretches a taut, straight line between two points and works with an offset block.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) strike a plumb line, (2) snap a chalk line, and (3) work with straight lines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Building Trades Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to identify difference between trade materials and debris commonly found in building trades areas.

S sorts and stacks trade materials according to type and size, keeping stacks even and neat. S then stores debris in a safe container that meets OSHA regulations.

Safety Considerations: Do not stack material too high

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sort trade materials and separate them from debris, (2) stack trade materials evenly and neatly according to type and size, and (3) store debris in a safe container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

ELECTRICIAN HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

TOPIC: Handling Chemical Cleaning Agents (cont.)

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Sweeping and Mopping Floors and Walks ELECTRICIAN HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Building Trades

ELECTRICIAN HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Floor Tile Installer Helper

- performs the following major tasks:

  works with floor-installation tools

  removes old floor covering

  works with plumb, chalk and straight lines

  cuts floor tiles to specification

  works with butane torches

  handles industrial adhesives

  lays floor tiles

  maintains floor-installation tools

- is required to bend and kneel continually
- works usually quietly and neatly in cooperation with a supervisor and other workers
- works under close supervision
- works inside offices and private or industrial buildings

TOPIC: Working with Hand Tools

FLOOR TILE INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects different hand tools and demonstrates proper position of hands and fingers for safe handling of tools.

S explains that a firm grip with fingers in proper position insures better tool control which ultimately leads to greater facility and productivity.

S explains that it is necessary periodically to check that tools are properly shaped and sharpened and maintained in good condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively with common hand tools.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Sharp Tools and Implements

FLOOR TILE INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays various tools, knives, forks, cutters, etc. S uses the type of tool ordinarily found in the trade being studied.

S discusses safety considerations, drawing as much as possible upon his own experience.

S practices safety rules and procedures when working with sharp tools and implements.

Safety Considerations: Be alert, grip handle firmly, keep fingers away from blade
Keep tools sharp; generally cut away from body
Return all tools to their proper place when not in use
Do not leave knives or sharp items in sink or where not easily seen
Do not carry too many sharp tools at one time
If a knife or other sharp tool falls, don't try to grab it; let it fall
Use the right tool for the right job
Do not use knives as can openers or pry bars

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) handle and (2) use sharp tools and implements while performing specified tasks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Floor-Installation Tools

FLOOR TILE INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S locates the center of a room with a 50- or 100-foot tape and checks the room for squareness with a 3, 4, 5 right triangle. S then snaps a chalk line.

S lays out a tile to size for inside and outside cut and straight cut-off. S cuts the tile with a knife, snips or cut-off shears.

S applies adhesive to a clean smooth floor with a notched trowel, brush or roller.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) locate the center of a room and check room for squareness, (2) lay out a tile to size for inside and outside cut and straight cut-off, and (3) apply adhesive to a clean smooth floor. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Old Floor Coverings

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that an old floor covering must be removed completely before a new covering can be installed. S points out that the old covering, consisting of large sheets of linoleum or typical 12-inch tiles, usually is attached to the floor with a strong adhesive.

S inserts edge of hard floor scraper under tile or linoleum, starting at a door or worn area. S explains that linoleum can be lifted in large sheets, whereas tiles must be removed individually. S removes old covering and scrapes high spots left by adhesive from floor as each section of covering is being removed. S deposits waste in container.

S points out that work gloves should be worn to prevent blisters.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) remove an old linoleum or tile floor covering and (2) leave the floor smooth and clean. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Plumb, Chalk and Straight Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S uses a plumb bob and line to establish a plumb or vertical line. S explains that the bob must be of sufficient weight to keep the line vertical and prevent it from moving.

S prepares a chalk line.

S establishes two points and snaps a chalk line sharp and straight.

S stretches a taut, straight line between two points and works with an offset block.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) strike a plumb line, (2) snap a chalk line, and (3) work with straight lines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cutting Floor Tiles to Specification

FLOOR TILE INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that laying tiles is a complex job because tiles must be cut to fit around pipes or other objects. S points out that new tiles are very flexible and essentially easy to handle and cut. S also explains that tiles to be cut are marked with a ruler and pencil to insure cutting straight lines, and that heavy pressure is exerted with scissors.

S demonstrates that a 12-inch piece of paper, used as a tile substitute, can be cut and traced onto tile to ensure proper fit. S cuts tile.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to cut floor tiles to fit specified areas, including areas around pipes or other objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Butane Torches

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pick up and store safely various types of butane torches.

S demonstrates how to assemble the head of the torch to the tank.

S opens the valve of the striker slightly, pointing the nozzle away and striking a spark at the same time. S points out that the flame should be small and adjusted slowly to the proper burning size, color and temperature.

S applies torch, properly adjusted, to a surface in a manner appropriate to the job to be accomplished.

TOPIC: Working with Butane Torches (cont.) FLOOR TILE INSTALLER HELPER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle, (2) store, (3) assemble, (4) ignite, (5) adjust, and (6) apply the butane torch in a safe manner. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Industrial Adhesives

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets up necessary packages and containers of adhesives in proper order and opens them carefully so that they may be resealed.

S checks to see that surface to be glued is smooth and clean.

S draws out required quantity of adhesive, keeping containers clean to prevent staining or spreading to other areas, and applies it with proper tool, as specified by manufacturer. S is careful not to apply an excessive amount.

S cleans any spillage that occurs as the job progresses.

S cleans tools after use with required solvent, removing all adhesive, and depositing debris in a safe container.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle and (2) apply various types of industrial adhesives according to specification, and after completing job, (3) clean tools, and (4) deposit debris in a safe container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

FLOOR TILE INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S perfo.ms satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Laying Floor Tiles

FLOOR TILE INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that before laying tiles, floor must be properly cleaned and smoothed.

S draws chalk lines through center of floor, dividing room into four equal parts. S explains that tiler begins laying tiles at center of floor, then works toward wall.

S dips putty knife into adhesive and spreads thin coat over a large area of floor. S lays tiles that have been cut to specification, making sure that they fit snugly but do not overlap. S removes excess adhesive immediately from surface of tile with damp cloth.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to lay floor tiles. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Floor-Installation Tools

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that all floor-installation tools must be cleaned and stored after use. S explains that tools should be placed in a special compartment of storage area and identified properly with a sign.

S cleans with solvent the putty knife used for spreading adhesive. S makes sure that lid of adhesive can is closed tightly because solution can harden quickly. S cleans floor scraper and scissors with solvent and stores them for future use.

TOPIC: Maintaining Floor-Installation Tools (cont.) FLOOR TILE INSTALLER HELPER

PERFORMANCE OBJECTIVE: Gives appropriate/indicated equipment, S will be able to (1) clean and (2) store floor-installation tools. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Building Trades Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to identify difference between trade materials and debris commonly found in building trades areas.

S sorts and stacks trade materials according to type and size, keeping stacks even and neat. S then stores debris in a safe container that meets OSHA regulations.

Safety Considerations: Do not stack material too high

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sort trade materials and separate them from debris, (2) stack trade materials evenly and neatly according to type and size, and (3) store debris in a safe container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

FLOOR TILE INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

FLOOR TILE INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Building Trades

FLOOR TILE INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

LUMBERYARD ATTENDANT

A Lumberyard Attendant

- performs the following major tasks:

  handles different sizes of lumber

  carries small orders to retail customers' cars

  lifts heavy bags of cement, mortar and sand

  saws lumber with power saw

  cleans warehouse areas

- is required to have considerable physical strength and agility
- works alone, in cooperation with other workers
- works under informal supervision
- works both indoors and outdoors under varying climatic conditions, in an environment that is usually spacious and hazardous

TOPIC: Working in Lumberyards

LUMBERYARD ATTENDANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sorts and stacks various sizes, stocks and types of materials safely.

S carries various lengths, sizes, types and weights of materials that have different types of surfaces.

S cleans up the various yard areas with rakes and brooms, always keeping dunnage and chocks neatly stored.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sort, (2) carry, and (3) stack various sizes, stocks and types of lumber, and (4) clean up a lumberyard. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

TOPIC: Identifying and Lifting Heavy Objects (cont.) LUMBERYARD ATTENDANT

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Lifting Heavy Objects in Tandem

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide.
S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Trucks LUMBERYARD ATTENDANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

LUMBERYARD ATTENDANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

LUMBERYARD ATTENDANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Wheelbarrows

LUMBERYARD ATTENDANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of each of the following wheelbarrows: removable-sides wood wheelbarrow, contractor's wood wheelbarrow, contractor's shallow wheelbarrow, contractor's deep wheelbarrow.

S loads, but does not overload, each wheelbarrow with bricks, cement blocks, rocks, sand or soil.

S unloads materials from wheelbarrows.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify type of wheelbarrow necessary for different loads, (2) load, and (3) unload bricks, cement blocks, rocks, sand or soil. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to move loaded wheelbarrow up and down inclines, such as curb cuts, aprons, gangways. S grips ends of wheelbarrow handles for leverage. With feet placed suitably far apart, S places one foot slightly ahead of body, one slightly behind. S balances weight on balls of feet, keeps knees flexed, lifts weight with knees. S leans toward load when pushing uphill, away from it with knees bent when moving downhill.

S moves wheelbarrow up and down inclines and around obstacles. S maintains control over wheelbarrow at all times and keeps feet apart when maneuvering.

S pushes wheelbarrow over rough, uneven surfaces up and down inclines, maintaining stability and proper body control.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move a heavily loaded wheelbarrow over various surfaces and around obstacles. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Lumber

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S lifts lumber of various sizes, one at a time, at one end, walks it hand over hand and places it on his shoulder, balancing the load carefully.

S carries the lumber on his shoulder, being careful not to bump anything.

S stacks various sizes of lumber, making sure that one end and both sides are stacked evenly.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) lift, (2) carry, and (3) stack safely lumber of various sizes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Ladders

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety precautions to be observed when working with ladders.

S demonstrates proper method of carrying a ladder alone or aided by another S.

S shows correct procedure for placing various ladders firmly on the ground at a safe angle for mounting.

S demonstrates how to raise and lower various types of ladders alone or aided by another S.

S explains the need for proper hand and foot positions and body balance when climbing up and down ladders.

TOPIC: Working with Ladders (cont.)

S shows the proper method of climbing up and down various types of ladders.

S demonstrates how to assume safe working positions on ladders while painting or cleaning high surfaces.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) carry, (2) raise, (3) lower, (4) climb, and (5) work at various heights on different types of ladders. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Matching Coded Materials

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains function of coded material.

S assembles an artificial floral arrangement with a styrofoam base, which has color-coded markings and into which color-coded artificial flowers are inserted.

S matches a variety of tools to a tool silhouette board and stores them in their proper places.

S selects color-coded wires from open supply boxes and assembles them on an electrical mock-up by following installation pattern on a sample color-coded mock-up.

S explains use of a nail-code identification chart and selects several different sizes of nails from open stock, as required by person in charge.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify and (2) match coded items for sorting and assembling to specifications. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

LUMBERYARD ATTENDANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Power Saws

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to set up and use properly various power saws.

S uses various power saws and safely cuts different types and sizes of material.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set up and (2) use properly various power saws to cut different types and sizes of material. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

LUMBERYARD ATTENDANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Sweeping and Mopping Floors and Walks LUMBERYARD ATTENDANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Personal Hygiene and Proper Dress in Building Trades

LUMBERYARD ATTENDANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Mason Helper

- performs the following major tasks:

  works with masonry

  mixes cement and mortar

  keeps masons supplied with materials

  cleans tools at end of workday

- is required to have considerable physical strength
- is required to kneel frequently
- works usually in cooperation with other workers
- works under close supervision
- works often outdoors in a dusty or wet environment

TOPIC: Working in Building Trades Areas

MASON HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S helps to set up materials, rigging and equipment in a typical building trade area and demonstrates how to work with required safety equipment.

S explains the need to be concerned for the safety of co-workers and passersby.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely in various building trades areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying Masonry Tools and Equipment MASON HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies common masonry tools and equipment.

S explains the purpose of each tool and piece of equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify all common masonry tools and equipment and (2) explain their proper use. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Masonry Tools and Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S wets or oils before use the various tools to minimize concrete stick.

S cleans tools with water and a stiff brush after completing a task.

S greases, oils, tightens and checks the various kinds of equipment before and during use, depending on the particular job. S explains that maintenance is important because inoperable equipment can slow down or halt completion of a job.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) perform preventive maintenance before and during a job and (2) clean various masonry tools and equipment after completing a task. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Plumb, Chalk and Straight Lines MASON HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S uses a plumb bob and line to establish a plumb or vertical line. S explains that the bob must be of sufficient weight to keep the line vertical and prevent it from moving.

S prepares a chalk line.

S establishes two points and snaps a chalk line sharp and straight.

S stretches a taut, straight line between two points and works with an offset block.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) strike a plumb line, (2) snap a chalk line, and (3) work with straight lines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of each of the following wheelbarrows: removable-sides wood wheelbarrow, contractor's wood wheelbarrow, contractor's shallow wheelbarrow, contractor's deep wheelbarrow.

S loads, but does not overload, each wheelbarrow with bricks, cement blocks, rocks, sand or soil.

S unloads materials from wheelbarrows.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify type of wheelbarrow necessary for different loads, (2) load, and (3) unload bricks, cement blocks, rocks, sand or soil. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Wheelbarrows MASON HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to move loaded wheelbarrow up and down inclines, such as curb cuts, aprons, gangways. S grips ends of wheelbarrow handles for leverage. With feet placed suitably far apart, S places one foot slightly ahead of body, one slightly behind. S balances weight on balls of feet, keeps knees flexed, lifts weight with knees. S leans toward load when pushing uphill, away from it with knees bent when moving downhill.

S moves wheelbarrow up and down inclines and around obstacles. S maintains control over wheelbarrow at all times and keeps feet apart when maneuvering.

S pushes wheelbarrow over rough, uneven surfaces up and down inclines, maintaining stability and proper body control.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move a heavily loaded wheelbarrow over various surfaces and around obstacles. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Mixing and Using Cement and Mortar MASON HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S mixes cement to proper proportions and moves it to work area.

S trowels cement and finishes it with a wood float. S explains the use of the wood float.

S mixes a bag of premixed mortar with water to proper proportions.

S trowels the mortar with a mason's trowel. S explains the use of the mason's metal trowel.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify the use of a wood float and mason's trowel and (2) mix and work with cement and premixed mortar. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Scaffolding

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles the various types of scaffolding to meet OSHA regulations and satisfy job requirements.

S checks all parts before and after assembly to see whether they are in safe operating condition.

S disassembles scaffolding, piece by piece. S lowers each piece to the ground.

S removes paint, oil, grease and nails from equipment. S stores material under a protective cover, making sure it is well-ventilated.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble, (2) check, (3) disassemble, (4) lower, and (5) maintain various types of scaffolding. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Ladders MASON HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety precautions to be observed when working with ladders.

S demonstrates proper method of carrying a ladder alone or aided by another S.

S shows correct procedure for placing various ladders firmly on the ground at a safe angle for mounting.

S demonstrates how to raise and lower various types of ladders alone or aided by another S.

S explains the need for proper hand and foot positions and body balance when climbing up and down ladders.

S shows the proper method of climbing up and down various types of ladders.

S demonstrates how to assume safe working positions on ladders while painting or cleaning high surfaces.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) carry, (2) raise, (3) lower, (4) climb, and (5) work at various heights on different types of ladders. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

MASON HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Working with Long-Handled Equipment MASON HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks MASON HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Building Trades

MASON HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

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JOB DESCRIPTION

MILL HAND HELPER

A Mill Hand Helper

- performs the following major tasks:

  removes and disposes of mill ends

  supplies nails and staples to assembly stations

  assists in removal of completed work units

  installs weatherproof strips

  removes excess sawdust and wood scraps from work areas

  assists in loading trucks

- is required to have considerable physical strength
- works alone and in cooperation with other workers
- works under periodic supervision
- works indoors and outdoors under varying climatic conditions with dangerous machines in an environment that is spacious and dus[illegible]

TOPIC: Working in Manufacturing Areas

MILL HAND HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

TOPIC: Identifying and Lifting Heavy Objects (cont.) **MILL HAND HELPER**

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Lifting Heavy Objects in Tandem

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide.
S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

MILL HAND HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts MILL HAND HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Pallets

MILL HAND HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S loads various types of pallets with different materials, indicating maximum weight/size of safe load and proper method of loading.

S demonstrates when, where, and how to use the various types of pallets.

S moves empty pallets by hand, indicating proper positioning for lifting with forklift and for safe handling.

S moves correctly loaded pallets--balanced loads, no overloading--with forklift.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move various types of pallets (1) by hand and (2) with a forklift. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Trucks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

MILL HAND HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Supplying Nails, Staples and Other Hardware to Assembly Stations MILL HAND HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies and explains function of various nails, staples and other hardware used in assembly stations.

S identifies hardware contents of various containers and boxes used for storage in stock area.

S supplies assembly stations with various materials as needed without interfering with operators.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify and (2) supply nails, staples and other hardware to assembly stations as needed without interfering with operators. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Hand Tools

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects different hand tools and demonstrates proper position of hands and fingers for safe handling of tools.

S explains that a firm grip with fingers in proper position insures better tool control which ultimately leads to greater facility and productivity.

S explains that it is necessary periodically to check that tools are properly shaped and sharpened and maintained in good condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively with common hand tools.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Installing Weatherproof Strips — MILL HAND HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains the purpose of installing weatherproof strips.

S demonstrates the various methods of installing plastic, felt and rubber weatherproof strips on doors, windows and partitions with a staple gun and glue.

S installs self-adhering weatherproof strips in various locations.

S installs channel strips.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to install plastic, felt and rubber weatherproof strips. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

MILL HAND HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Sweeping and Mopping Floors and Walks

MILL HAND HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Clearing and Bailing Industrial Trash

MILL HAND HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that in supermarkets and department stores bulky trash is often prepared for easy disposal by folding and tying it into a compact package. S states that metal trash is usually placed in large drums and disposed of properly by a rubbish removal company.

S folds or disassembles large empty cardboard containers or wooden containers and ties them securely for disposal with heavy twine. S checks area for such objects as nails and staples used in packaging, then removes them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) bale industrial trash for rubbish removal, (2) check area for nails and staples, and (3) remove them. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Building Trades and Manufacturing Areas

MILL HAND HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades and manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Plumber Helper

- performs the following major tasks:

  works with plumbing equipment and materials

  cuts and packs cast-iron pipe

  works with lead-melting equipment

  gathers copper and brass scraps for resale

- is required to have considera[illegible] physical strength
- works usually in cooperatio[illegible]ith other workers
- works under close supervision
- works both indoors and outdoors, under varying climatic conditions, in an environment that varies from a supply shop to a large industrial warehouse; projects range from small plumbing jobs to complex industrial jobs

TOPIC: Working in Building Trades Areas

PLUMBER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S helps to set up materials, rigging and equipment in a typical building trade area and demonstrates how to work with required safety equipment.

S explains the need to be concerned for the safety of co-workers and passersby.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely in various building trades areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

TOPIC: Identifying and Lifting Heavy Objects (cont.) **PLUMBER HELPER**

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Lifting Heavy Objects in Tandem

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide.
S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

PLUMBER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- **bulky, light objects--distributing objects properly for safe passage through narrow openings**
- **small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion**
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

PLUMBER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Wheelbarrows PLUMBER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of each of the following wheelbarrows: removable-sides wood wheelbarrow, contractor's wood wheelbarrow, contractor's shallow wheelbarrow, contractor's deep wheelbarrow.

S loads, but does not overload, each wheelbarrow with bricks, cement blocks, rocks, sand or soil.

S unloads materials from wheelbarrows.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify type of wheelbarrow necessary for different loads, (2) load, and (3) unload bricks, cement blocks, rocks, sand or soil. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to move loaded wheelbarrow up and down inclines, such as curb cuts, aprons, gangways. S grips ends of wheelbarrow handles for leverage. With feet placed suitably far apart, S places one foot slightly ahead of body, one slightly behind. S balances weight on balls of feet, keeps knees flexed, lifts weight with knees. S leans toward load when pushing uphill, away from it with knees bent when moving downhill.

S moves wheelbarrow up and down inclines and around obstacles. S maintains control over wheelbarrow at all times and keeps feet apart when maneuvering.

S pushes wheelbarrow over rough, uneven surfaces up and down inclines, maintaining stability and proper body control.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move a heavily loaded wheelbarrow over various surfaces and around obstacles. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Plumbing Equipment PLUMBER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper grip on various types of plumbing equipment. S explains that it is necessary to grip tools securely because they often are covered with an oily film.

S sets up the various types of equipment, emphasizing that safety procedures must be observed and that equipment must be handled properly and anchored firmly.

S cleans the equipment with solvent, wipes and lubricates it. S explains the need to maintain equipment in good working condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle, (2) set up, (3) clean, and (4) maintain plumbing equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Plumbing Materials

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets up a display of the various fittings. S explains why fittings are used in iron pipe work and shows how to use each fitting.

S explains why various fittings are used in copper sweat work and demonstrates how to use them.

S lifts, carries and stacks the various pipes, fittings and materials. S makes sure that threads or fittings are not damaged and that the copper is not dented.

TOPIC: Working with Plumbing Materials (cont.) PLUMBER HELPER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify, (2) lift, (3) carry, and (4) stack various types and sizes of pipes, fittings and plumbing materials. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Plumb, Chalk and Straight Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S uses a plumb bob and line to establish a plumb or vertical line. S explains that the bob must be of sufficient weight to keep the line vertical and prevent it from moving.

S prepares a chalk line.

S establishes two points and snaps a chalk line sharp and straight.

S stretches a taut, straight line between two points and works with an offset block.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) strike a plumb line, (2) snap a chalk line, and (3) work with straight lines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Lead-Melting Equipment PLUMBER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to set up lead-melting equipment safely and properly. S emphasizes that a worker must:

- select a safe place near the cast-iron piping in which to work with lead-melting equipment
- make sure that ceiling is dry overhead
- ascertain that melting equipment is placed on solid surface
- make sure that melting equipment does not obstruct free flow of traffic and that area is properly roped off
- ensure that all fittings are tight

S demonstrates how to begin the operation of the melting equipment safely by opening the valve slightly, using the striker to ignite the flame, and then adjusting the flame to melt the lead properly.

Safety Considerations: Wear safety goggles and protective clothing

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) set up and (2) operate lead-melting equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Propane Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S checks the fittings and does a preventive maintenance check with various types of propane equipment before igniting equipment with a striker.

S explains that the bluer the flame, the higher is its temperature.

Safety Considerations: Do not touch equipment before it has cooled
Check bent fixtures for gas leaks

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) operate safely and (2) maintain properly various types of propane equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Cast-Iron Pipes

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S marks several lengths of pipe for cutting and cuts them with a hammer and chisel or cutting chain. S explains that care must be taken when handling pipe because of its weight and the fact that it breaks or fractures easily.

S fits the pieces properly, then applies the Okum-type packing and sets it with a caulking tool.

S pours lead into bell of pipe.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) cut, (2) handle, and (3) pack cast-iron pipe safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Ladders

PLUMBER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety precautions to be observed when working with ladders.

S demonstrates proper method of carrying a ladder alone or aided by another S.

S shows correct procedure for placing various ladders firmly on the ground at a safe angle for mounting.

S demonstrates how to raise and lower various types of ladders alone or aided by another S.

S explains the need for proper hand and foot positions and body balance when climbing up and down ladders.

S shows the proper method of climbing up and down various types of ladders.

S demonstrates how to assume safe working positions on ladders while painting or cleaning high surfaces.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) carry, (2) raise, (3) lower, (4) climb, and (5) work at various heights on different types of ladders. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Building Trades Areas

PLUMBER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to identify difference between trade materials and debris commonly found in building trades areas.

S sorts and stacks trade materials according to type and size, keeping stacks even and neat. S then stores debris in a safe container that meets OSHA regulations.

Safety Considerations: Do not stack material too high

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sort trade materials and separate them from debris, (2) stack trade materials evenly and neatly according to type and size, and (3) store debris in a safe container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Building Trades

PLUMBER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Roofer Helper

- performs the following major tasks:

  works with propane equipment

  melts tar

  fills and moves tar carts

  supplies material to roofer

  loads and unloads trucks

- is required to have considerable physical strength and agility
- works usually in cooperation with other workers
- works under close supervision
- works on slanted or flat roofs under varying climatic conditions, in an environment that is very messy and hazardous

TOPIC: Working in Building Trades Areas

ROOFER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S helps to set up materials, rigging and equipment in a typical building trade area and demonstrates how to work with required safety equipment.

S explains the need to be concerned for the safety of co-workers and passersby.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely in various building trades areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S [illegible] objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

TOPIC: Identifying and Lifting Heavy Objects (cont.) **ROOFER HELPER**

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Lifting Heavy Objects in Tandem

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide.
S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Trucks ROOFER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of each of the following wheelbarrows: removable-sides wood wheelbarrow, contractor's wood wheelbarrow, contractor's shallow wheelbarrow, contractor's deep wheelbarrow.

S loads, but does not overload, each wheelbarrow with bricks, cement blocks, rocks, sand or soil.

S unloads materials from wheelbarrows.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify type of wheelbarrow necessary for different loads, (2) load, and (3) unload bricks, cement blocks, rocks, sand or soil. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Wheelbarrows ROOFER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to move loaded wheelbarrow up and down inclines, such as curb cuts, aprons, gangways. S grips ends of wheelbarrow handles for leverage. With feet placed suitably far apart, S places one foot slightly ahead of body, one slightly behind. S balances weight on balls of feet, keeps knees flexed, lifts weight with knees. S leans toward load when pushing uphill, away from it with knees bent when moving downhill.

S moves wheelbarrow up and down inclines and around obstacles. S maintains control over wheelbarrow at all times and keeps feet apart when maneuvering.

S pushes wheelbarrow over rough, uneven surfaces up and down inclines, maintaining stability and proper body control.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move a heavily loaded wheelbarrow over various surfaces and around obstacles. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working on Roofs ROOFER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains and demonstrates safety procedures, including the requirement not to move backward while working on roofs.

S explains and demonstrates safety procedures for working on a sloping roof which include wearing a safety harness.

S explains the use of roof scaffolding to aid work and improve safety.

Safety Considerations: Move forward, not backward, when working on roofs

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work (1) safely and (2) productively on various types of roofs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Propane Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S checks the fittings and does a preventive maintenance check with various types of propane equipment before igniting equipment with a striker.

S explains that the bluer the flame, the higher is its temperature.

Safety Considerations: Do not touch equipment before it has cooled
Check bent fixtures for gas leaks

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) operate safely and (2) maintain properly various types of propane equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Melting Tar

ROOFER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S chops a standard block of tar with an ax into small pieces for easy handling. S carefully loads additional pieces into the kettle to prevent damage to the kettle or injury from splashing hot tar.

S adjusts the burner to the proper melting temperature. S explains that tar must be heated to the working consistency required for each job, and that ambient temperature must also be considered.

Safety Considerations: Do not splash hot tar when loading melting kettle

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) break and (2) load cold tar into melting kettle, and (3) identify when tar has reached a good working consistency as required for specific job and by surrounding temperature. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Hot Tar

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, wearing protective clothing, draws hot tar from kettle into bucket.

S spreads tar over as large an area as possible while tar retains proper working consistency. S explains that tar should be spread carefully to minimize spillage or splashing.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) draw hot tar from a melting kettle into a bucket and (2) spread tar with a minimum amount of spillage or splashing. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Filling and Moving Tar Carts

ROOFER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES

S draws a bucket of hot tar from the melting kettle, hoists bucket to the roof and carefully pours contents into a tar cart. S explains that in some cases a filling hose is used to fill the cart.

S moves various types of loaded carts over different roof surfaces without spilling contents.

Safety Considerations: Do not fill buckets to brim

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) draw a bucket of hot tar from the melting kettle, (2) hoist it to the roof, (3) pour tar into a cart or fill cart from a filling hose, and (4) move various carts over different surfaces without spilling contents. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Tarring Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S cleans deposits of tar from hand tools and tarring equipment with saturated steam, using heavy drop paper to avoid staining ground. S explains that equipment is cleaned as required during use, as well as after completion of job.

Safety Considerations: Keep hands and arms out of live steam

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) maintain and (2) clean tarring equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Plumb, Chalk and Straight Lines

ROOFER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S uses a plumb bob and line to establish a plumb or vertical line. S explains that the bob must be of sufficient weight to keep the line vertical and prevent it from moving.

S prepares a chalk line.

S establishes two points and snaps a chalk line sharp and straight.

S stretches a taut, straight line between two points and works with an offset block.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) strike a plumb line, (2) snap a chalk line, and (3) work with straight lines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stapling Tar or Felt Paper to Roofs and Sidings ROOFER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S chooses the proper weight of saturated felt paper required for a particular type of application and attaches only as much as can be fastened without blowing away.

S explains that the type of fastener used will depend on the type of roofing. S points out that it is important to keep the proper side laps and top laps. S explains that the paper must be kept as smooth as possible.

S selects a typical wall and applies the felt paper in short 10- to 15-foot strips in a level line. S smooths and fastens strips, closely spacing staples. S explains that each successive strip must overlap a minimum of two inches on the top and six inches on the bottom. S avoids using long strips. S shows that short strips lie better and are easier to handle. S explains need to handle strips carefully to avoid tearing them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) apply and (2) fasten properly saturated felt paper to roofs and sidings. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

ROOFER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

TOPIC: Sweeping and Mopping Floors and Walks (cont.)

ROOFER HELPER

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Raking Grounds, Gravel and Flower Beds

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses when to use an iron rake, a fan rake or wood rake.

S demonstrates proper body motion for working with different rakes.

S explains method used for raking grounds, gravel and flower beds.

S selects proper tool and demonstrates debris gathering and removal required when smoothing gravel, raking leaves and loosening soil.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select proper implement and (2) rake grounds, gravel and flower beds. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Building Trades

ROOFER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Scaffold Installer Helper

- performs the following major tasks:
  - handles and assists in installing pipe scaffolds
  - handles and installs pump jacks
  - acts as groundman to supply workers on scaffolds
- is required to have considerable physical strength and agility
- works always in cooperation with other workers
- works under close supervision
- works almost always outdoors, at a height of two or more stories, under varying climatic conditions, in an environment that is hazardous and frequently windy

TOPIC: Working in Building Trades Areas

SCAFFOLD INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S helps to set up materials, rigging and equipment in a typical building trade area and demonstrates how to work with required safety equipment.

S explains the need to be concerned for the safety of co-workers and passersby.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely in various building trades areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

TOPIC: Identifying and Lifting Heavy Objects (cont.) SCAFFOLD INSTALLER HELPER

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Lifting Heavy Objects in Tandem

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide.
S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Trucks

SCAFFOLD INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Lumber

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S lifts lumber of various sizes, one at a time, at one end, walks it hand over hand and places it on his shoulder, balancing the load carefully.

S carries the lumber on his shoulder, being careful not to bump anything.

S stacks various sizes of lumber, making sure that one end and both sides are stacked evenly.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) lift, (2) carry, and (3) stack safely lumber of various sizes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Hand Tools

SCAFFOLD INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects different hand tools and demonstrates proper position of hands and fingers for safe handling of tools.

S explains that a firm grip with fingers in proper position insures better tool control which ultimately leads to greater facility and productivity.

S explains that it is necessary periodically to check that tools are properly shaped and sharpened and maintained in good condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively with common hand tools.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Pump Jacks

SCAFFOLD INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects clean two-by-fours, nails them together and assembles braces and pump jack. S checks parts and operation of pump jack.

S raises braces and jack in a hand-over-hand fashion while another S foots the bottom of the jack on a solid wood block. S attaches top braces and fastens when plumb in both directions.

S repeats procedure with several sets of braces and jacks.

S operates the jacks so that they move upward, then downward, explaining the need to keep them at equal levels at all times.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble braces, and (2) set up, and (3) operate pump jacks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Installing Scaffolding Supports

SUGGESTED INSTRUCTIONAL ACTIVITIES

S explains the importance of bracing and plumbing scaffolding supports.

S demonstrates the use of various types of supports to brace and plumb scaffolds and uprights under different conditions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) install and (2) plumb various types of scaffolding supports as instructed by person in charge. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Scaffolding

SCAFFOLD INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles the various types of scaffolding to meet OSHA regulations and satisfy job requirements.

S checks all parts before and after assembly to see whether they are in safe operating condition.

S disassembles scaffolding, piece by piece. S lowers each piece to the ground.

S removes paint, oil, grease and nails from equipment. S stores material under a protective cover, making sure it is well-ventilated.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble, (2) check, (3) disassemble, (4) lower, and (5) maintain various types of scaffolding. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Ladders

SCAFFOLD INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety precautions to be observed when working with ladders.

S demonstrates proper method of carrying a ladder alone or aided by another S.

S shows correct procedure for placing various ladders firmly on the ground at a safe angle for mounting.

S demonstrates how to raise and lower various types of ladders alone or aided by another S.

S explains the need for proper hand and foot positions and body balance when climbing up and down ladders.

S shows the proper method of climbing up and down various types of ladders.

S demonstrates how to assume safe working positions on ladders while painting or cleaning high surfaces.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) carry, (2) raise, (3) lower, (4) climb, and (5) work at various heights on different types of ladders. This objective will be met if S performs satisfactorily the above activities within a period of time pre-determined by T.

TOPIC: Personal Hygiene and Proper Dress in Building Trades

SCAFFOLD INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

SHEETROCK INSTALLER HELPER

A Sheetrock Installer Helper

- performs the following major tasks:

  works with sheetrock

  collects scrap for disposal

  sweeps up dust and other debris in working area

- is required to have considerable physical strength
- is required often to work overhead
- works alone and in cooperation with other workers
- works under close supervision
- works both indoors and outdoors under varying climatic conditions, in a very dusty environment that ranges from spacious to cramped

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TOPIC: Working in Building Trades Areas

SHEETROCK INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S helps to set up materials, rigging and equipment in a typical building trade area and demonstrates how to work with required safety equipment.

S explains the need to be concerned for the safety of co-workers and passersby.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely in various building trades areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Hand Tools

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects different hand tools and demonstrates proper position of hands and fingers for safe handling of tools.

S explains that a firm grip with fingers in proper position insures better tool control which ultimately leads to greater facility and productivity.

S explains that it is necessary periodically to check that tools are properly shaped and sharpened and maintained in good condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively with common hand tools.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Sharp Tools and Implements

SHEETROCK INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays various tools, knives, forks, cutters, etc. S uses the type of tool ordinarily found in the trade being studied.

S discusses safety considerations, drawing as much as possible upon his own experience.

S practices safety rules and procedures when working with sharp tools and implements.

Safety Considerations: Be alert, grip handle firmly, keep fingers away from blade
Keep tools sharp; generally cut away from body
Return all tools to their proper place when not in use
Do not leave knives or sharp items in sink or where not easily seen
Do not carry too many sharp tools at one time
If a knife or other sharp tool falls, don't try to grab it; let it fall
Use the right tool for the right job
Do not use knives as can openers or pry bars

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) handle and (2) use sharp tools and implements while performing specified tasks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Sheetrock

SHEETROCK INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S lifts the sheetrock with the aid of another S, taking the necessary caution to protect the sheetrock edges from being damaged.

S fastens sheetrock to ceilings and walls with screws, nails and adhesive. S cautions not to force the panels into place to avoid breaking them.

S scores the face of the sheetrock and then the backing paper with a sharp utility knife. S cuts out the opening for a typical electric box with a sheetrock saw.

Safety Considerations: Handle knife and saw carefully to avoid injury

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) carry, (2) cut, and (3) nail sheetrock to walls and ceilings. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Plumb, Chalk and Straight Lines

SHEETROCK INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S uses a plumb bob and line to establish a plumb or vertical line. S explains that the bob must be of sufficient weight to keep the line vertical and prevent it from moving.

S prepares a chalk line.

S establishes two points and snaps a chalk line sharp and straight.

S stretches a taut, straight line between two points and works with an offset block.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) strike a plumb line, (2) snap a chalk line, and (3) work with straight lines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Ladders

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety precautions to be observed when working with ladders.

S demonstrates proper method of carrying a ladder alone or aided by another S.

S shows correct procedure for placing various ladders firmly on the ground at a safe angle for mounting.

S demonstrates how to raise and lower various types of ladders alone or aided by another S.

S explains the need for proper hand and foot positions and body balance when climbing up and down ladders.

TOPIC: Working with Ladders (cont.)

S shows the proper method of climbing up and down various types of ladders.

S demonstrates how to assume safe working positions on ladders while painting or cleaning high surfaces.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) carry, (2) raise, (3) lower, (4) climb, and (5) work at various heights on different types of ladders. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Building Trades Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to identify difference between trade materials and debris commonly found in building trades areas.

S sorts and stacks trade materials according to type and size, keeping stacks even and neat. S then stores debris in a safe container that meets OSHA regulations.

Safety Considerations: Do not stack material too high

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sort trade materials and separate them from debris, (2) stack trade materials evenly and neatly according to type and size, and (3) store debris in a safe container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

SHEETROCK INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

TOPIC: Handling Chemical Cleaning Agents (cont.)

SHEETROCK INSTALLER HELPER

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Sweeping and Mopping Floors and Walks

SHEETROCK INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Building Trades

SHEETROCK INSTALLER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

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JOB DESCRIPTION

SHEETROCK TAPING HELPER

A Sheetrock Taping Helper

- performs the following major tasks:

  works with and mixes spackle

  maintains spackling tools

  tapes and spackles sheetrock

  holds sheetrock in place

  keeps spacklers supplied with materials

- is required to have considerable physical strength
- is required often to work overhead
- works usually in cooperation with other workers
- works under close supervision
- works usually indoors in a dusty environment that varies from spacious to cramped

TOPIC: Working in Building Trades Areas

SHEETROCK TAPING HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S helps to set up materials, rigging and equipment in a typical building trade area and demonstrates how to work with required safety equipment.

S explains the need to be concerned for the safety of co-workers and passersby.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to train and work safely in various building trades areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Hand Tools

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects different hand tools and demonstrates proper position of hands and fingers for safe handling of tools.

S explains that a firm grip with fingers in proper position insures better tool control which ultimately leads to greater facility and productivity.

S explains that it is necessary periodically to check that tools are properly shaped and sharpened and maintained in good condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively with common hand tools.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Plumb, Chalk and Straight Lines

SHEETROCK TAPING HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S uses a plumb bob and line to establish a plumb or vertical line. S explains that the bob must be of sufficient weight to keep the line vertical and prevent it from moving.

S prepares a chalk line.

S establishes two points and snaps a chalk line sharp and straight.

S stretches a taut, straight line between two points and works with an offset block.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) strike a plumb line, (2) snap a chalk line, and (3) work with straight lines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Following Printed Directions

SHEETROCK TAPING HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains necessity for following printed directions to perform job tasks such as assembling furniture or operating machinery.

S reads a set of printed instructions and assembles an article of furniture according to instructions.

S starts industrial machinery and operates it according to printed directions.

S performs a job task such as operating a photocopying machine according to accompanying printed directions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble furniture, (2) start and operate industrial machinery, and (3) operate equipment such as photocopying machines by following printed instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Spackle

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that the two types of spackle that can be used to fill cracks, scars, and dents in plastic, wood and concrete surfaces are: (1) ready-mix plastic spackle and (2) powder spackle, which is mixed with water to a smooth consistency and applied with a putty knife. S also explains that all surfaces to be spackled must be clean and dry, and that loose dirt, dust and peeling paint must be removed. S emphasizes that after spackle has been applied, excess must be removed before it dries.

S thoroughly cleans surface to be repaired.

S fills small container with powdered spackle, slowly adds water and stirs with small dowel until spackle forms a smooth, workable consistency. S dips putty knife into spackle and fills a crack or dent in plastic, wood or concrete surface.

S repairs another surface with ready-mix spackle.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) mix powdered spackle properly and (2) use both powdered and ready-mix spackle to fill cracks and crevices, leaving a smoothly sealed surface. This objective will be met if S performs satisfactoriiy the above activities within a period of time predetermined by T.

TOPIC: Working with Ladders

SHEETROCK TAPING HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety precautions to be observed when working with ladders.

S demonstrates proper method of carrying a ladder alone or aided by another S.

S shows correct procedure for placing various ladders firmly on the ground at a safe angle for mounting.

S demonstrates how to raise and lower various types of ladders alone or aided by another S.

S explains the need for proper hand and foot positions and body balance when climbing up and down ladders.

S shows the proper method of climbing up and down various types of ladders.

S demonstrates how to assume safe working positions on ladders while painting or cleaning high surfaces.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) carry, (2) raise, (3) lower, (4) climb, and (5) work at various heights on different types of ladders. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Taping and Spackling Sheetrock

SHEETROCK TAPING HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that sheetrock is installed in 4- by 8-foot sheets and nailed to supporting beams. S also explains that nail heads and sheetrock seams must be taped and spackled to prepare a wall or ceiling for painting or wallpapering.

S spackles sheetrock seams. S lightly sands the spackled seam with fine sandpaper. S then tapes seam and spreads light coat of ready-to-use spackling paste over tape. S lightly sands spackled area to a smooth finish after thorough drying.

S lightly spackles nail heads in sheetrock. S smooths spackled area with fine sandpaper when spackle has dried thoroughly.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) tape and (2) spackle properly a wall containing sheetrock panels, in order to prepare it for painting. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Spackling Tools and Materials

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that all maintenance equipment, including spackling tools, must be properly cleaned and maintained.

S properly seals cans of spackle, both ready-to-use paste putty and powdered spackle, making sure that excess is removed from top of can and that lid is closed tightly by tapping with hammer. S explains that paste spackle will harden in can unless lid is tightly closed.

S cleans caked putty knife and dowel with running water to soften and remove spackle. S places cans of spackle, putty knife, dowel and tape in storage box.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clean and (2) store spackling tools and materials. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Building Trades

SHEETROCK TAPING HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Stapler, Nailer and Riveter

- performs the following major tasks:

  works on roofs

  loads and uses industrial staple, rivet and nail guns

  staples tar or felt paper to roofs and sidings

  installs hardwood floors

  works with insulation materials

- works usually in cooperation with other workers
- works under close supervision
- works both indoors and outdoors under varying climatic conditions, in an environment that is often hazardous, dusty, cramped, hot or cold, and dirty

TOPIC: Working in Building Trades Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S helps to set up materials, rigging and equipment in a typical building trade area and demonstrates how to work with required safety equipment.

S explains the need to be concerned for the safety of co-workers and passersby.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to train and work safely in various building trades areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working on Roofs

SUGGESTED INSTRUCTIONAL ACTIVITIES.

S explains and demonstrates safety procedures, including the requirement not to move backward while working on roofs.

S explains and demonstrates safety procedures for working on a sloping roof which include wearing a safety harness.

S explains the use of roof scaffolding to aid work and improve safety.

Safety Considerations: Move forward, not backward, when working on roofs

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work (1) safely and (2) productively on various types of roofs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Using Industrial Staple, Rivet and Nail Guns STAPLER, NAILER AND RIVETER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains and demonstrates necessary safety precautions for working with industrial staple, rivet and nail guns.

S loads guns, explaining the proper direction in which to insert fasteners.

S explains and demonstrates how to unload or free jammed guns properly.

S selects proper tool for fastening material and attaches it in prescribed manner.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) load, (2) operate, (3) unload, and (4) free jammed industrial staple, rivet and nail guns. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Plumb, Chalk and Straight Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S uses a plumb bob and line to establish a plumb or vertical line. S explains that the bob must be of sufficient weight to keep the line vertical and prevent it from moving.

S prepares a chalk line.

S establishes two points and snaps a chalk line sharp and straight.

S stretches a taut, straight line between two points and works with an offset block.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) strike a plumb line, (2) snap a chalk line, and (3) work with straight lines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Hand Tools

STAPLER, NAILER AND RIVETER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects different hand tools and demonstrates proper position of hands and fingers for safe handling of tools.

S explains that a firm grip with fingers in proper position insures better tool control which ultimately leads to greater facility and productivity.

S explains that it is necessary periodically to check that tools are properly shaped and sharpened and maintained in good condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively with common hand tools.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Sharp Tools and Implements

STAPLER, NAILER AND RIVETER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays various tools, knives, forks, cutters, etc. S uses the type of tool ordinarily found in the trade being studied.

S discusses safety considerations, drawing as much as possible upon his own experience.

S practices safety rules and procedures when working with sharp tools and implements.

Safety Considerations: Be alert, grip handle firmly, keep fingers away from blade
Keep tools sharp; generally cut away from body
Return all tools to their proper place when not in use
Do not leave knives or sharp items in sink or where not easily seen
Do not carry too many sharp tools at one time
If a knife or other sharp tool falls, don't try to grab it; let it fall
Use the right tool for the right job
Do not use knives as can openers or pry bars

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) handle and (2) use sharp tools and implements while performing specified tasks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stapling Tar or Felt Paper to Roofs and Sidings

STAPLER, NAILER AND RIVETER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S chooses the proper weight of saturated felt paper required for a particular type of application and attaches only as much as can be fastened without blowing away.

S explains that the type of fastener used will depend on the type of roofing. S points out that it is important to keep the proper side laps and top laps. S explains that the paper must be kept as smooth as possible.

S selects a typical wall and applies the felt paper in short 10- to 15-foot strips in a level line. S smooths and fastens strips, closely spacing staples. S explains that each successive strip must overlap a minimum of two inches on the top and six inches on the bottom. S avoids using long strips. S shows that short strips lie better and are easier to handle. S explains need to handle strips carefully to avoid tearing them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) apply and (2) fasten properly saturated felt paper to roofs and sidings. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stapling Roofing and Siding Shingles

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects various roofing shingles and staples of proper size. S fastens shingles with staple gun to different surfaces, stressing that fingers must be kept out of the way.

S applies various siding shingles with staple gun above exposure line. S ascertains that staples penetrate thoroughly.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select various roofing and siding shingles, (2) choose staples of proper size, and (3) fasten shingles to different surfaces with staple gun. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Installing Hardwood Floors

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S lays out the strip flooring at right angles to the joints, starting with a straight line. S lays each piece of flooring so that end joint steps back a minimum of six inches.

S fastens the floor with a nailing machine, placing nails a minimum of sixteen inches apart and three inches from each end.

S explains that it is important to drive the nails hard to draw the flooring tight.

TOPIC: Installing Hardwood Floors (cont.) STAPLER, NAILER AND RIVETER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to install hardwood strip flooring as directed. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Insulation Materials

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to handle insulation materials.

S shows the different methods of installation with various types of insulation. S stresses that a face mask, gloves and protective glasses must be worn at all times.

Safety Considerations: Wear face mask, gloves and protective goggles

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle and (2) install various types of insulation material. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Installing Insulation STAPLER, NAILER AND RIVETER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why he wears protective clothing, goggles and a mask when installing insulation.

S positions the roll insulation between the frame members with the vapor barrier to the inside of the building and the fastening flanges smooth on the sides of the framing members. S explains that staples should be driven into both flanges every eight to twelve inches.

S applies the rigid panels to the various surfaces.

S pours the loose insulation into the cavity and spreads it to the desired thickness.

Safety Considerations: Never work without protective clothing, goggles and mask

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to install roll, rigid and loose insulations for different structural conditions as directed. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Building Trades

STAPLER, NAILER AND RIVETER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

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